U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A140001

Gramts.gov Tracking#: GRANT11671137

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/09/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	Michigan State University
* b. Employer/Taxpayer Identification Number (EIN/TIN):	386005984
* c. Organizational DUNS:	1932471450000

d. Address:

* Street1:	Hannah Administration Building
Street2:	426 Auditorium Road, Room 2
* City:	East Lansing
County/Parish:	Ingham
* State:	MI: Michigan
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	48824-2601

e. Organizational Unit:

Department Name:	Division Name:
International Business Center	Broad College of Business

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Maria
Middle Name:			
* Last Name:	Skinner		
Suffix:			

Title:	Manager, Office of Sponsored Programs
Organizational Affiliation:	Sponsored Programs Administration
* Telephone Number:	517-355-5040
Fax Number:	517-432-8035
* Email:	OSP.Team2@osp.msu.edu / SKINNE51@osp.msu.edu

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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-060314-001

* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

CENTER FOR INTERNATIONAL BUSINESS EDUCATION RESEARCH: Strategic Value Chains for Increased International Competitiveness

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: MI-008 * b. Program/Project: All US

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2014 * b. End Date: 09/30/2018

18. Estimated Funding ($):

* a. Federal	325,307.00
* b. Applicant	682,215.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,007,522.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: Maria

Middle Name: L.

* Last Name: Skinner

Suffix:

* Title: Manager, Sponsored Programs Administration

* Telephone Number: 517-355-5040 Fax Number: 517-432-8035

* Email: OSP.Team2@osp.msu.edu / SKINNE51@osp.msu.edu

* Signature of Authorized Representative: Erin Schlicher * Date Signed: 06/09/2014

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Erin Schlicher	Manager, Sponsored Programs Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
Michigan State University	06/09/2014

Standard Form 424B (Rev. 7-97) Back

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DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [x] a. bid/offer/application
- [ ] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Michigan State University

** Street 1* 426 Auditorium Rd. *Street 2* Room 2

** City* East Lansing *State* MI: Michigan *Zip* 48824

Congressional District, if known: MI-008

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
U.S. Department of Education

7. * Federal Program Name/Description:
Centers for International Business Education

CFDA Number, *if applicable:* 84.220

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Erin Schlicher

***Name:** *Prefix* ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

Title: **Telephone No.:** **Date:** 06/09/2014

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

EDGEPA427Statement.pdf | Add Attachment | Delete Attachment | View Attachment

Section 427 GEPA Statement
Michigan State University

Michigan State University and its CIBER program are committed to principles of equal opportunity, nondiscrimination, inclusion, and affirmative action. In accordance with Section 427 of the General Education Provisions Act (GEPA), MSU and CIBER make a special effort to ensure equitable access to all program beneficiaries. Michigan State University's programs, activities, and facilities are available to all without regard to race, gender, religion, creed, national origin, political persuasion, sexual preference, marital status, disability, or age. As an affirmative action/equal opportunity employer, the quality of MSU's affirmative action programs is validated through review by external agencies and by internal monitoring (including an annual report to the MSU Board of Trustees).

Today, inclusiveness at MSU is a multifaceted, comprehensive, and innovative set of programs designed to actualize the commitment of university policy, while ensuring compliance with the highly technical regulations governing statistical self-analysis and the establishment of hiring and promotional goals for women and members of minority groups. This inclusiveness also encompasses a great diversity of university programs and activities that have been developed and instituted to meet the needs of protected classes and other members of the university community. A compliance review of the university's Affirmative Action Compliance Program was recently conducted by the U.S. Department of Labor. MSU's programs are viewed as meeting the requirements of Executive Order 11246 and 41 CFR 60.

Guiding this effort on campus is MSU's Office for Inclusion and Intercultural Initiatives (http://www.inclusion.msu.edu). This office serves as an institutional focal point for promoting inclusion and diversity at MSU. The office is strategically designed to focus on six specific areas to support the mission of the office and the mission of MSU (i.e., equity, education, outreach, Project 60/50, research and assessment, and funding opportunities). Each of these six areas has direct bearing on CIBER and correlates well with the comprehensive set of projects and programs proposed to be developed and implemented by CIBER.

President Lou Anna Simon has also reaffirmed MSU's diversity goal often: "Michigan State University is proud of its long-standing tradition of celebrating diversity among its faculty, staff and students.… [We] foster a culture of inclusion and an environment where diversity is valued and pluralism is achieved." She has also stressed that our focus is on "global issues – from the prospects of global trade to the blight of global poverty and environmental stress." With a focus on "quality," "inclusiveness," and "connectivity," "our pursuit of our goals will always be guided by the academic heritage and values that tie the rich history of MSU to our present and our future … ***land-grant has become world-grant***." For example, the MSU-IDEA (MSU Institutional Diversity: Excellence in Action), a 50-point plan to create a more diverse and pluralistic campus environment, has long been MSU's foundation for institutional diversity, including CIBER. Indeed, CIBER regularly receives the highest marks for diversity efforts by Dr. Ernie Betts, Assistant Dean of Multicultural Business Programs. An assurance of compliance with all federal statutes relating to nondiscrimination is filed with this application (refer to Assurances/Certifications).

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	Michigan State University
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Ms.
* First Name:	Maria
Middle Name:	L.
* Last Name:	Skinner
Suffix:	
* Title:	Manager, Sponsored Programs Administration
* SIGNATURE:	Erin Schlicher
* DATE:	06/09/2014

Tracking Number:GRANT11671137 Funding Opportunity Number:ED-GRANTS-060314-001 Received Date:2014-06-09T15:33:30-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: EDAbstract.pdf | Add Attachment | Delete Attachment | View Attachment

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Abstract

MICHIGAN STATE UNIVERSITY celebrated the Morrill Act Sesquicentennial in 2012 as the nation's pioneer land-grant university. Since 1855, MSU has been a leader in international education and outreach. With a focus on quality, inclusiveness, and connectivity, MSU President Lou Anna Simon stated that: "Michigan State University has engaged in a strategic and transformative journey to become the model land-grant university for the 21st century. We call our destination 'world-grant'…and focus on being locally relevant [and] globally engaged."

Aligned with its rich global history, MSU proposes to continue to operate a Center for International Business Education and Research. Guided by its Advisory Council, first established on February 15, 1989 (see EXHIBIT 1), MSU's CIBER grant proposal is broadly titled ***Strategic Value Chains for Increased International Competitiveness***. This focus is epitomized in a set of ten guiding principles (see EXHIBIT 3) that lead to the mission for the 2014 to 2018 grant period:

> ***MSU's CIBER mission is to leverage our leading-edge knowledge and skills to provide superior education, research, and assistance to businesses, multiplier groups, faculty, and students on issues of national significance for international competitiveness.***

MSU proposes to focus on 10 Project Goal Areas involving 61 project categories and 229 activities that are embedded in a coherent, sustained global program. These 61 project categories broadly fall into three areas: knowledge development, knowledge deployment, and cultural competitiveness.

Aligned with the new 2014 GPRA CIBER Measures 1, 2, and 3, MSU has planned a portfolio to (1) develop programs that advance participants in their profession; (2) establish and internationalize programs; and (3) facilitate increased exporting for businesses. Additionally, MSU has planned a wealth of projects to address the needs in both of the two competitive priorities in CFDA No. 84.220A: (1) "Business and Association Collaboration" and (2) "Community Colleges and MSI Collaboration." MSU will commit more than $2.8 million in matching funds from MSU's Office of the Provost, Vice President for Research; and Dean's Office in the Broad College of Business.

MSU's proposed work agenda will build on the experiences received by the millions of people who have already been positively affected by MSU's CIBER activities. These range from the five million page views annually on globalEDGE (including users in all 50 U.S. states virtually every hour of every day); to the more than 12,000 companies nationwide that have been provided knowledge and skills by MSU's CIBER to compete internationally (including some 1,900 of the 14,100 companies in Michigan that went overseas in 2013); to the 500 faculty trained at community colleges across 44 U.S. states (including faculty at 24 of 28 community colleges in Michigan); to the business professorate who benefit from MSU's number 1 ranking in producing international business research in the top 29 academic business journals (*International Business Review* 2010); and to the 28,000 executives who monthly and freely have a subscription to cutting-edge global knowledge in the *globalEDGE Business Review*.

Project Director: **Tomas Hult, Ph.D.**
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Project Narrative File(s)

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MICHIGAN STATE UNIVERSITY | Center for International Business Education & Research (MSU-CIBER)

On the globalEDGE of Business

Proposal for a Grant

to continue to operate a

Center for International Business Education and Research (CIBER)

Theme for 2014 to 2018: Strategic Value Chains for Increased International Competitiveness

MICHIGAN STATE UNIVERSITY

The Eli Broad College of Business
East Lansing, Michigan 48824
http://ciber.msu.edu

Submitted June 2014 to the
U.S. Department of Education
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1. MEETING THE PURPOSE OF THE AUTHORIZING STATUTE

1 (a) Describe the objectives of the project and the extent to which they further the statutory provisions.

The mission of Michigan State University CIBER for the proposed 2014-2018 grant is to leverage our leading-edge knowledge and skills to provide superior education, research, and assistance to businesses, multiplier groups, faculty, and students on issues of national significance for international competitiveness. To realize this mission and further the statutory provisions in CFDA Number 84.220A, MSU is proposing a strategic work agenda of 10 Program Goal Areas involving 61 project categories (Projects 1a to 10d) and some 229 activities. These activities are planned and developed in strong support of the premises stated in Sec. 611 (a)(b) of Title VI, Part B, of the Higher Education Opportunity Act and in response to the program authorization in Sec. 612 (a)(1)(2), including clearly targeted activities toward A, B, and C of Sec. 612 (a)(2) and the Special Rule of Sec. 612 (a)(3), plus both of the competitive priorities on "Business and Association Collaboration" and "Community Colleges or MSIs Collaboration."

EXHIBIT 6 is the key to the 229 activities that MSU has proposed (in 10 Program Goal Areas and Projects 1a to 10d)

Specifically, the 15-page EXHIBIT 6 provides details of the portfolio of activities that Michigan State University (MSU) has proposed in an effort to address **all** of the authorized activities in HEA Sec. 612(c)(1) and also **all** of the suggested but not required activities in HEA Sec. 612(c)(2). Additionally, as discussed in Section 7 of this Application Narrative, all of MSU's proposed activities support the new GPRA CIBER Measures 1-3 created by ED and approved by OMB, as well as the newly instituted CIBER Performance Measure Form (PMF).

Building on the rich history of MSU's ***"world-grant ideal"*** (worldgrantideal.msu.edu), we propose a strategic portfolio of activities of national significance for U.S. international competitiveness. All CIBER grant funds and a substantial portion of MSU's matching funds will support **new** activities for 2014-2018. Some matching funds will also be used for ongoing CIBER projects of great magnitude and national significance. Providing international knowledge and data via technology-related vehicles, facilitating international competitiveness of U.S. businesses, offering programs to internationalize community colleges, and producing world-leading international business research are clear focus areas for MSU. Historically, this focus of fund allocation has served MSU and ED well in achieving national significance and in deploying international knowledge and skills to millions of people.

MSU's work agenda will meaningfully build on the experiences of the millions of people who have already been positively affected by MSU's CIBER programs and activities. These range from the **5 MILLION** page views annually on globalEDGE (including users in all 50 U.S. states virtually every hour of every day); to the more than **12,000 COMPANIES** nationwide that have been provided knowledge, skills, and data by MSU's CIBER to compete internationally (including some 1,900 of the 14,100 companies in Michigan that went overseas in 2013); to the more than **500 FACULTY** trained at community colleges across **44 U.S. STATES** (including faculty at 24 of 28 community colleges in Michigan); to the worldwide professorate in international business who benefit from MSU's **NUMBER 1** ranking in producing international business research in the top 29 academic business journals (*International Business Review* 2010).

Overall, MSU's strategic portfolio of proposed CIBER activities for 2014-2018 represents the most impactful, outreach-focused agenda that we have ever planned. Since its founding, MSU has been a leader in international education, research, and outreach. With a focus

on quality, inclusiveness, and connectivity, MSU President Lou Anna K. Simon stated that: *"Michigan State University has engaged in a strategic and transformative journey to become the model land-grant university for the 21st century. We call our destination 'world-grant'… and focus on being locally relevant [and] globally engaged."* With MSU's world-grant ideals and CIBER platform (see EXHIBIT 7 for MSU's CIBER vision, guiding principles, mission, and focus areas), we are well positioned to undertake this ambitious agenda. MSU has strong support from its many stakeholders, for example, community colleges, associations, and businesses from a cross-section of industries (see EXHIBIT 5 for the five selected and allowable support letters).

The all-encompassing title of MSU's CIBER grant application is "Strategic Value Chains for Increased International Competitiveness." While **EXHIBIT 6** is a key to understanding the national significance, importance, and magnitude of what MSU proposes, a number of supplemental exhibits help provide a complete picture. First, EXHIBIT 8 illustrates how our 10 Project Goal Areas meet the six purposes of the statute and this year's priorities. Second, while we discuss the Quality of the Project Design (Section 3), Quality of the Management Plan (Section 4), and Adequacy of Resources (Section 6) later, four additional exhibits provide an understanding of MSU's solid foundation to develop and implement the activities proposed. EXHIBIT 9, EXHIBIT 10, and EXHIBIT 11 illustrate MSU's multiplicity of internationalization approaches, network of collaborators, and strong integration of international activities on the MSU campus. EXHIBIT 12 provides select exemplary projects with national significance.

In the remainder of Section 1, we briefly describe the strategic portfolio of the proposed 229 activities in **EXHIBIT 6**, within the structure of the 10 Project Goal Areas. ***Some activities are cross-listed*** in multiple project categories when overlapping strategic value exists. As EXHIBIT 8 illustrates, a significant number of Project Goal Areas focus on Competitive Priorities

1 and 2 in CFDA Number 84.220A: (1) "Business and Professional Association Collaboration" – collaborate with one or more businesses and/or professional associations on activities designed to expand employment opportunities for international business students (e.g., internships, work-study opportunities – and (2) "Community Colleges of Minority-Serving Institutions" – collaborate with one or more Community Colleges and/or MSIs to incorporate international, intercultural, or global dimensions. To summarize the activities that address Competitive Priorities 1 and 2, MSU proposes the following portfolio of projects:

Competitive Priority 1 ("Businesses and Associations Collaboration") is addressed with a myriad of activities in 20 of the 61 project categories proposed: 1c, 1d, 3b, 3e, 5a, 5b, 6a, 6b, 6c, 6d, 6f, 6g, 6h, 6j, 8g, 8h, 9a, 9c, 9e, and 10a.

Competitive Priority 2 ("Community Colleges or MSIs Collaboration") is addressed in 28 of the 61 project categories proposed: 1a, 1b, 2a, 2d, 3a, 3b, 3d, 3e, 4b, 4c, 4d, 4e, 5a, 5e, 5f, 7a, 7b, 8a, 8b, 8c, 8d, 8i, 8j, 8k, 8l, 9a, 9c, and 10c.

Goal Area	
1	**Interdisciplinary programs which incorporate foreign language and international studies in business and professional curricula. [Sec. 612(c)(1)(A)]**

Goal Area 1 is addressed by 20 activities in 5 project categories

The 20 activities addressed for Goal Area 1 are in the following 5 project categories: Curriculum Internationalization (Project 1a, EXHIBIT 6); Interdisciplinary Study Abroad (1b); International Business Internships (1c); Business Executives-in-Residence (1d); and the International Business Organization (1e). As EXHIBIT 8 illustrates, the 20 activities in Goal Area

1 were developed to adhere to HEA Sec. 612(c)(1)(A) and to address Purposes 1, 2, 4, and 5; Competitive Priorities 1 and 2; and Invitational Priorities 1 and 2. Sample activities include: business Japanese; Chinese pragmatics; curriculum development; multilateral study abroad; online MIBS for non-business students; business and culture in Southeast Asia, Sub-Saharan Africa, and Latin America; strategic industry/association partnerships for internships; Michigan Export Internship Program; collaboration with the Academic Internship Council; globalEDGE International Internship Directory; support of student-led initiatives; and executives-in-residence. These activities, and more, for Goal Area 1 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Two activities for Goal Area 1 that we want to highlight are: international business internships (1c) and online MS in International Business for non-business undergraduates (1c). ***First***, building on MSU's experiences with the globalEDGE International Internship Directory (IID), CIBER will build a platform of strategic partnerships with industry associations, companies, and NGOs to facilitate a steady flow of internship opportunities for students nationwide. MSU is also aligning with the Academic Internship Council to collaborate on the Global Internship Conference. The globalEDGE IID is open to any student and matches students' interests with companies' needs via a database that now has several hundred options. The new IB Internship Program will also be open to all U.S. students via an online exchange platform, engaging internship providers and students in two-way interaction, to maximize national significance and magnitude. We also plan to begin the Michigan Export Internship Program as an extension of the Michigan Export Growth Program (a pro bono program for Michigan's small- and medium-sized enterprises run by MSU's CIBER; see 6g). MEIP has also been well received in concept testing by Michigan's SMEs.

Second, selected as a proposed exemplary project in EXHIBIT 12, a planned curriculum development is the non-business student–focused online MS in International Business (1a). According to IPEDS research, only 14 percent of U.S. graduate degrees offer IB options. The annual volume of MIBS students is expected to increase (up some 19 percent since 2012). Leveraging interdisciplinary global mindsets, the Online MIBS will target students who received bachelor's degrees from non-business programs (e.g., STEM, international studies/area/ languages, and other professional schools). The program will be in a partnership with Bisk University Alliance (a current strategic partner of MSU's Broad College of Business in executive education). As such, the degree will be offered through Bisk's state-of-the-art e-learning system, where students are "globally immersed" in an online multimedia environment. The degree is also planned to include a company export project, study abroad, and an export internship program.

Goal Area 2	**Interdisciplinary programs which provide business and other professional training for foreign language and international studies faculty and degree candidates. [Sec. 612(c)(1)(B)]**

Goal Area 2 is addressed by 19 activities in 4 project categories

The 19 activities addressed for Goal Area 2 are in the following 4 project categories: Development of Business Languages (Project 2a, EXHIBIT 6); Resource Center for Business Language Teaching (2b); Business Language Research Fund (2c); and Interdisciplinary Faculty and Student Programs (2d). As EXHIBIT 8 illustrates, the 19 activities in Goal Area 2 were developed to adhere to HEA Sec. 612(c)(1)(B) and to address Purposes 1, 2, 3, 4, 5, and 6; Competitive Priority 1; and Invitational Priorities 1 and 2. Sample activities include: community college and MSI faculty grants to enhance business languages; language grants for doctoral

students; globalization of community college education (benchmarking, industry reports, white papers); Business Language Institute for Community College Faculty; Anti-Counterfeiting and Product Protection Program; World Languages Day (for students/teachers at Michigan's high schools and community colleges); Global Sustainability Center; and the Community College Growth Program (pro bono program to internationalize community college campuses). These activities, and more, for Goal Area 2 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Two interdisciplinary activities in Project 2d are highlighted in this section: Business Language Institute for Community College Faculty (BLI) and Community College Growth Program (CCGP). Additionally, the collection of interdisciplinary programs on business languages (Projects 2a-d) is included as an exemplary project in EXHIBIT 11. ***First***, modeled after MSU's successful International Business Institute for Community College Faculty (which has been offered since 1995, with some 500 faculty from 44 U.S. states benefitting), MSU is now developing a Business Language Institute (BLI) for Community College Faculty. To leverage partnerships, MSU is engaging with University of Texas-Austin on the implementation of the BLI, planned to take place on the MSU campus in East Lansing in 2016 and 2018, in conjunction with the Advanced IBI. The BLI is a unique professional program for community and technical college language faculty. Its aim is to provide participants with knowledge, skills, and resources to adapt modules or full courses and programs in languages to be business-specific at the two-year college level. By offering the BLI and AIBI simultaneously, language (BLI) and business (AIBI) participants will be able to network and engage in an interdisciplinary and enriching way.

Second, offered in collaboration with MSU's College of Education and with support from community college partners nationwide (e.g., American Association of Community

Colleges; Community Colleges for International Development; National Association for Community College Entrepreneurship), the proposed Community College Growth Program (CCGP, 2d, also listed in 8i) is a pro bono service offered to community colleges that are looking for customized assistance to deepen their commitment to international business and language education. This project is modeled on the Michigan Export Growth Program (see 6a). It pairs community colleges with teams of faculty and graduate consultants who provide advice based on aims, objectives, and assessment via MSU's IBEX tool (see highlights in Goal Area 5).

Goal Area 3	**Collaborative programs, activities, or research involving institutions, associations, businesses, including outreach activities and consortia. [Sec. 612(c)(1)(B) and Sec. 612(c)(2)(E)]**

Goal Area 3 is addressed by 26 activities in 5 project categories

The 26 activities addressed for Goal Area 3 are in the following 5 project categories: Collaborations with NASBITE International (Project 3a, EXHIBIT 6); Global Business Club of Mid-Michigan (3b); Michigan and the World Coalition (3c); Collaborations with CCID (3d); and Collaborations with Community Colleges, Universities, and Associations (3e). As EXHIBIT 8 illustrates, the 26 activities in Goal Area 3 were developed to adhere to HEA Sec. 612(c)(1)(B) and Sec. 612(c)(2)(E) and to address Purposes 1, 2, 3, 4, 5, and 6; Competitive Priorities 1 and 2; and Invitational Priority 1. Sample activities include: case study competition with NASBITE; workshops/keynotes with Global Business Club of Mid-Michigan; seminars with Michigan and the World Coalition; IB Institute "On the Road" for community colleges; International Business Education Index (IBEX); Advanced IBI for Community College Faculty; CIBERweb.msu.edu on behalf of all CIBERs; Globalizing Minority-Serving Institutions Program; partnerships with

the National District Export Council; globalEDGE Business Beat on the Michigan Business Network; and the collaborative CIBER Business Language Conference. These activities, and more, for Goal Area 3 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three collaborative programs are highlighted in this section: collaborations with CCID-Community Colleges for International Development; Advanced International Business Institute for Community College Faculty; and National District Export Council. Additionally, the collaboration with NASBITE International (Project 3a) is included as an exemplary project with national significance in EXHIBIT 11. ***First***, the collaboration with CCID, the leading association in the U.S. for internationalization of community colleges, is an important partnership that entails a myriad of projects, activities, and a flexible strategic alliance. Planned projects include: Benchmarking Studies on International Business Education at Community Colleges (IBEX-CC, IBEX-MSI; see Goal Area 5 and 5a); white paper series on CC globalization; "CCID System of Comprehensive Internationalization"; and IBI "On the Road" with partnership agreements for four initial workshops at Tulsa Community College (Oklahoma), Northern Essex Community College (Massachusetts), Casper College (Wyoming), and the Hawai'i Community College System (to be held in conjunction with the 2015 CCID Summer Advance Conference). The proposed plan is for four workshops per year of about 1.5 days in different U.S. locations. ***Second***, the Advanced International Business Institute for Community College Faculty (AIBI) is a "build-on version" of the IBI (see 8a) that includes a fully customized workshop for some 25 participants (where the customization is a function of their school's IBEX benchmarking) and where each school is provided a consulting/mentoring coach to facilitate implementation of programs for six months after attending the AIBI. ***Third***, MSU's CIBER will collaborate with

Michigan's two affiliates of the National District Export Council (East and West Michigan) on training, development, consulting, and services. Tomas Hult serves on the West-MI DEC, and Tunga Kiyak serves on East-MI DEC (see districtexportcouncil.org). Starting in 2014, MSU's CIBER is planning to be the developer of both the East and West DEC's websites (e.g., eastmichigandec.org, exportwestmichigan.com), event calendars, and DEC services.

Goal Area 4	**Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula. [Sec. 612(c)(1)(E)]**

Goal Area 4 is addressed by 20 activities in 6 project categories

The 20 activities addressed for Goal Area 4 are in the following 6 project categories: Diagnostic Tools Teaching Modules (Project 4a, EXHIBIT 6); Online Course Modules (4b); Globalization of Community College Education (4c); Curriculum Development Grant Fund (4d); Dissertation Grants on Community Colleges (4e); and Impact of Product Counterfeiting on Global Competitiveness Study (4f). As EXHIBIT 8 illustrates, the 20 activities in Goal Area 4 were developed to adhere to HEA Sec. 612(c)(1)(E) and to address Purposes 1, 3, 4, and 6; Competitive Priority 2; and Invitational Priority 2. Sample activities include: teaching modules for Diagnostic Tools; 65 online course modules; white papers/benchmarking on community colleges; curriculum grants for community colleges and MSIs; dissertation grants with MSU's College of Education; and a multi-industry study with MSU's School of Criminal Justice. These activities, and more, for Goal Area 4 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three Projects in 4b, 4c, and 4d stress a core competency of MSU's CIBER: online course modules (OCM); globalization of community college education (GCCE); and dissertation grants on community colleges. ***First***, the OCMs are designed to complement in-class teaching, to add to existing courses, to provide training, and to function as NASBITE-approved materials for the CGBP (see 3a). The 65 modules will be revised in 2014-2018, ensuring alignment with CGBP and integrating new multimedia platforms. ***Second***, with Community Colleges for International Development (CCID) and MSU's College of Education, CIBER will provide funding for a white paper series focusing on internationalization in community colleges. White papers will be composed by community college experts (e.g., faculty, administrators, association members, doctoral students) and will be freely distributed to MSU's database of some 15,000 faculty/administrators at the approximately 1,132 community colleges in the U.S. ***Third***, as a directly connected activity to the white paper series, MSU plans to establish dissertation grants to doctoral students in MSU's College of Education to conduct advanced research on globalization at community colleges, identifying best practices and creating white papers which can be used to communicate practical and relevant learning for community college faculty and administrators.

Goal Area 5	**Research designed to promote international competitiveness of American businesses. [Sec. 612(c)(1)(F)]**

Goal Area 5 is addressed by 20 activities in 7 project categories

The 20 activities addressed for Goal Area 5 are in the following 7 project categories: CIBER-led Research on International Competitiveness (Project 5a, EXHIBIT 6); Partnerships for Research on International Competitiveness (5b); Faculty and Doctoral Student Research (5c); Online Diagnostic Tools (5d); Dissertation Grants on Community Colleges (5e); Globalization of

Community College Education (5f); and CIBER/Byington International Marketing Speaker Series. As EXHIBIT 8 illustrates, the 20 activities in Goal Area 5 were developed to adhere to HEA Sec. 612(c)(1)(F) and to address Purposes 1, 3, 4, 5, and 6; Competitive Priorities 1 and 2; and Invitational Priority 2. Sample activities include: benchmarking of Michigan companies; International Business Education Index (IBEX) for Community Colleges and Minority-Serving Institutions (MSI); research on the global auto industry (which is important to Michigan auto manufacturers); establishing an industry–academic International Business Science Institute for research collaborations; locations of Global Research Centers; faculty and doctoral student research on "global strategic value chains"; research to maintain four Diagnostic Tools (CORE, Partner, Distributor, and Freight); and the CIBER/Byington International Marketing Speaker Series. These activities, and more, for Goal Area 5 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three prominently featured CIBER activities embedded in Projects 5a, 5b, and 5c are highlighted in this section: International Business Education Index (IBEX) for Community Colleges (IBEX-CC) and for Minority-Serving Institutions (IBEX-MSI); International Business Science Institute; and MSU's research on international business. ***First***, started in 2008 by Tomas Hult (MSU) and William Motz (Lansing Community College), IBEX has become the standard benchmarking tool to understand international business at community colleges. Much of MSU's programming for community colleges is in response to the annual IBEX benchmarking. CIBER will continue to support the IBEX for Community Colleges (IBEX-CC), and a new IBEX-MSI will be instituted to better understand the needs of minority-serving institutions in internationalizing business curricula. MSU's International Business Institute for Community College Faculty (see 8a), for example, is superbly well-liked by participants because it targets

their specific needs with strategic and annual modifications, as needed, based on IBEX input. IBEX-MSI will fill a similar role. ***Second***, the mission of the proposed International Business Science Institute (IBSI) will be to "align important international business problems with academic research and analysis techniques to formulate strategies that improve global performance, and facilitate business-academic collaboration to develop and deploy international business knowledge." ***Third***, the IBSI is supported academically by the MSU faculty and doctoral students who continually produce research which has made MSU the #1-ranked institution in international business research (*International Business Review* 2010). CIBER is the resource of much of this research (MSU's international business research is highlighted as an exemplary project with national significance in EXHIBIT 12 as well).

Goal Area 6	**Programs available to members of the business community and other professionals designed to develop or enhance their international skills, awareness, and expertise. [Sec. 612(c)(1)(C)]**

Goal Area 6 is addressed by 40 activities in 11 project categories

The 40 activities addressed for Goal Area 6 are in the following 11 project categories: globalEDGE.msu.edu (Project 6a, EXHIBIT 6); Online Master Certificates and Business Training (6b); Global Business Club of Mid-Michigan (6c); International Trade Center of Mid-Michigan (6d); Export Education for Businesspeople and Other Professionals (6e); Business Executives-in-Residence (6f); Michigan Export Growth Program (6g); Michigan Export Internship Program (6h); Internationalizing Executive Development (6i); Global Sustainability Center (6j); and Center for Anti-Counterfeiting and Product Protection (A-CAPP). As EXHIBIT 8 illustrates, the 40 activities in Goal Area 6 were developed to adhere to HEA Sec. 612(c)(1)(E) and to address

Purposes 2, 3, 4, 5, and 6; Competitive Priority 1; and Invitational Priorities 1 and 2. Sample activities include: globalEDGE resources; online Master's Certificates; regional leadership of important associations (GB Club; ITC); export education for businesses and professionals; pro bono exporting services; export internships; and a plethora of activities to internationalize professionals' knowledge and skills (e.g., global supply chains, global strategy, cross-cultural management, anti-counterfeiting, business languages, exporting, global sustainability). These activities, and more, for Goal Area 6 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three uniquely valuable activities available to the business community in industry–academic partnerships are in Projects 6d, 6j, and 6k: International Trade Center of Mid-Michigan (ITC); Global Sustainability Center; and Center for Anti-Counterfeiting and Product Protection (A-CAPP). ***First***, ITC of Mid-Michigan is now housed at MSU's CIBER. ITC is targeted to be the first point of contact for international commerce in mid-Michigan. It is a collaborative initiative established by stakeholders who recognize the global growth potential for mid-Michigan. ITC is spearheaded by MSU's CIBER in collaboration with City of Lansing, City of East Lansing, Lansing Economic Area Partnership, Lansing Regional Chamber of Commerce, Michigan Manufacturers Association, and U.S. Commercial Services. ***Second***, the mission of the proposed Global Sustainability Center (GSC) will be to "align important international global sustainability problems with academic research and analysis techniques to formulate strategies that improve global prosperity, and facilitate business-academic collaboration to address individual, societal, and economic challenges for sustainable global prosperity in the twenty-first century" (GSC is a function of MSU's world-grant ideal; worldgrantideal.msu.edu). GSC builds on a proposed multi-unit initiative involving Environmental Science and Policy; College of

Engineering, Center for European, Russian, and Eurasian Studies; and CIBER. It is an extension of a project on "Water and Commerce-Technologies to Enable Environmental Sustainability in Global Markets**."** ***Third***, the Center for Anti-Counterfeiting and Product Protection (A-CAPP) is led by MSU's School of Criminal Justice, with CIBER as the strategic partner in the Broad College of Business, among the 15 campus-wide partners (a-capp.msu.edu/content/partnerships).

Goal Area	Faculty development programs.
7	**[Sec. 612(c)(1)(A), Sec. 612(c)(1)(B), and Sec. 612(c)(2)(G)]**

Goal Area 7 is addressed by 14 activities in 2 project categories

The 14 activities addressed for Goal Area 7 are in the following 2 project categories: Faculty Development in International Business (FDIB) (Project 7a, EXHIBIT 6); and Faculty Development Grants (7b). As EXHIBIT 8 illustrates, the 14 activities in Goal Area 7 were developed to adhere to HEA Sec. 612(c)(1)(A), Sec. 612(c)(1)(B), and Sec. 612(c)(2)(G) and to address Purposes 1, 2, and 6; Competitive Priority 2; and Invitational Priorities 1 and 2. Sample activities include: study abroad for community college faculty to Southeast Asia, Africa, and Latin America; Applied International Economics Seminar Series; various Institutes for Community College Faculty (also 8a, b, c, j); Globalizing MSI Program; CIBER Business Language Conference; collaboration with Michigan Community College Association; and grants. These activities, and more, for Goal Area 7 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three FDIB activities in 7a and 7b are highlighted: collaboration with Michigan Community College Association; Globalizing MSI Program; and development grants earmarked for faculty at community colleges and MSIs. ***First***, with the Michigan Community College

Association, MSU will offer workshops for Michigan's community college ***presidents*** to advance internationalization on all 28 two-year campuses in Michigan ("Michigan Presidential Leadership on Internationalization Initiative"). The presidential leadership workshops will focus on trends in globalization, a global workforce, and infrastructure development. If the CIBER application is successful, the first workshop is planned for November 2014. ***Second***, previously called the Globalizing HBCU Business Schools Program (GBS), the newly formulated Globalizing MSIs Program (GMSI) is orchestrated by Georgia State University in collaboration with MSU and several universities. GMSI involves one-on-one mentoring, study abroad, and workshops. MSU is a long-term partner of the program, and is positioned to help infuse a needs-oriented approach to MSI programming via our IBEX-MSI (see 5a). MSU will also continue its leadership of the international finance (Dr. Kirt Butler) and global supply chain (Dr. Tomas Hult) workshops, plus one-on-one mentoring. ***Third***, to facilitate attendance and participation in FDIB programs (such as those in 8a, 8b, 8c, and 8j), faculty development grants will be earmarked for faculty at community colleges and minority-serving institutions for the 2014-2018 grant cycle.

Goal Area	
8	**Outreach activities or consortia to provide expertise regarding research, curriculum development, faculty development, and exchange programs. [Sec. 612(c)(2)(E)]**

Goal Area 8 is addressed by 16 activities in 12 project categories

The 16 activities addressed for Goal Area 8 are in the following 12 project categories: IB Institute for Community College Faculty (Project 8a, EXHIBIT 6); Advanced IB Institute for Community College Faculty (8b); Business Language Institute for Community College Faculty (8c); Globalizing MSI Program (8d); Internationalizing Doctoral Education in Business (8e);

Faculty Grants (8f); Michigan Business Network (8g); IB Case Competition (8h); Community College Growth Program (8i); IB Institute "On the Road" (8j); Michigan Community College Association (8k); and FDIB Programs (8l). As EXHIBIT 8 illustrates, the 16 activities in Goal Area 8 were developed to adhere to HEA Sec. 612(c)(2)(E) and to address Purposes 1, 2, 3, 4, 5, and 6; Competitive Priorities 1 and 2; and Invitational Priorities 1 and 2. As such, Goal Area 8 is tremendously comprehensive, addressing all purposes and priorities in CFDA Number 84.220A. Sample activities include: the ***four*** Institutes for Community College Faculty; Internationalizing Doctoral Education in Business; development grants; and the Michigan Business Network. These activities, and more, for Goal Area 8 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Three outreach activities are highlighted in this section: Internationalizing Doctoral Education in Business (8e); International Business Institute "On the Road" (8j); and the globalEDGE Business Beat on the Michigan Business Network (8g). ***First***, MSU is taking on significant administrative facilitation of Internationalizing Doctoral Education in Business (IDEB) for 2014-2018, pairing IDEB with doctoral consortium activities of Academy of International Business (AIB). With partial support from Sheth Foundation and AIB, a powerful synergy can be leveraged by the CIBER-AIB-Sheth collaboration for some 80 doctoral students. ***Second***, modeled after MSU's successful International Business Institute for Community College Faculty, MSU is spearheading the IBI "On the Road" (also discussed in 3d as one of several collaborative projects with CCID). For the 2014-2018 grant cycle, MSU will lead the efforts to offer quarterly (16 times in the 4-year period; 1.5 days for each workshop) IBI "On the Road" workshops. Initial locations and local partners, in addition to CCID, include Tulsa Community College (Oklahoma), Northern Essex Community College (Massachusetts), Casper

College (Wyoming), and the Hawai'i Community College System (in conjunction with the 2015 CCID Summer Advance Conference). ***Third***, the globalEDGE Business Beat is planned to be "Your Source for Global Business Knowledge on the Airways" (via Internet radio broadcasts and podcasts). gBB will cover discussions with a range of global business leaders, government, and academics on latest thoughts, tools, and global markets. The show will be hosted by MSU's CIBER and will be available nationwide via the Michigan Business Network and globalEDGE.

Goal Area 9	**Programs on and using technology-related disciplines for development & dissemination of teaching and resource materials. [Sec. 612(c)(2)(F)]**

Goal Area 9 is addressed by 33 activities in 5 project categories

The 33 activities addressed for Goal Area 9 are in the following 5 project categories: Dissemination via Technology-Related Disciplines (Project 9a, EXHIBIT 6); Dissemination of Publications (9b); CIBER Publications Program (9c); Social Media Communities (9d); and Michigan Business Network (9e). As EXHIBIT 8 illustrates, the 33 activities in Goal Area 9 were developed to adhere to HEA Sec. 612(c)(2)(F) and to address Purposes 1, 2, 3, 4, 5, and 6; Competitive Priorities 1 and 2; and Invitational Priority 2. Sample activities include: globalEDGE.msu.edu; "Powered by globalEDGE" activities; Broad College of Business' Global Initiatives website; several industry-supported publications, including strategic partnership promotion of U.S. Commercial Services publications; Market Potential Index, including customized MPI industry reports; and nurturing of several impactful social media communities. These activities, and more, for Goal Area 9 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Two programs that use technology-related vehicles are highlighted here: globalEDGE – "Your Source for Global Business Knowledge" (9a); and Market Potential Index (9c). ***First***, globalEDGE.msu.edu is recognized by U.S. companies as the leading online source for global business knowledge. The site includes thousands of resources with menu categories of Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy. It has been ranked #1 since 2004 by Google for "international business resources." globalEDGE is also MSU CIBER's platform for knowledge deployment for many of its current activities (e.g., MPI; IBEX-CC; International Internship Directory; Database of International Business Statistics) and planned future activities (e.g., IBEX-MSI; community college white papers; real-time knowledge dissemination to AIB, AMA, East and West-Michigan DECs; DEC). ***Second***, the Market Potential Index (MPI) has been reported annually since 1996 (and is also disseminated via globalEDGE). The new CIBER-funded MPI is planned to be expanded from 26 to 87 countries starting in 2014 to help U.S. companies assess important global markets.

Goal Area	**Development of opportunities for business students to study abroad.**
10	**[Sec. 612(c)(2)(A,B,C,D)]**

Goal Area 10 is addressed by 21 activities in 4 project categories

The 21 activities addressed for Goal Area 10 are in the following 4 project categories: International Business Internships (Project 10a, EXHIBIT 6); International Linkages with Universities (10b); Institutes that Facilitate Faculty Internship Programs (10c); and Study Abroad Opportunities (10d). As EXHIBIT 8 illustrates, the 21 activities in Goal Area 10 were developed to adhere to HEA Sec. 612(c)(2)(A,B,C,D) and to address Purposes 1, 2, 4, 5, and 6; Competitive Priorities 1 and 2; and Invitational Priorities 1 and 2. Sample activities include: strategic industry

and association partnerships for internships, such as the Michigan Export Internship Program (see 6h); linkages with 280 institutions worldwide and new partnerships; Institutes for Community College Faculty (basic, advanced, and language) that facilitate faculty internships as continuation programs; and a myriad of study abroad opportunities. These activities, and more, for Goal Area 10 can be found in EXHIBIT 6, with details of performance measurement in EXHIBIT 20 that also help explain the scope of the activities.

Two linkage activities serve as the finale of MSU's proposed activities: establishing new international research linkages (10b) and facilitating the business offerings of MSU's nation-leading study abroad program (10d). ***First***, the Broad College of Business has strategic agreements with institutions to collaborate on research activities. CIBER is the administrative, unit for the Global Research Centers (GRCs; global.broad.msu.edu/research/grc). Within GRCs, partners are working on collaborative projects and joint research. The structure involves exchanges of research faculty and doctoral students that foster research collaboration and opportunities to immerse in culture and business climates in worldwide. A number of other activities are also part of the GRC arrangements, including speaker series and workshops. New GRCs are in discussion with Leeds University (UK), Uppsala University (Sweden), S.P. Jain (India), and Indian Institute of Management in Bangalore. ***Second***, as also included among the exemplary projects in EXHIBIT 12, MSU is a national leader in study abroad and has developed a set of 280 study abroad programs in 60 countries and on all 7 continents, with about 70 programs being business-specific (see studyabroad.msu.edu/programs). Leveraging Broad College partners (e.g., Global Business Schools Network; gbsnonline.org), Academy of International Business, and others aids the continual development of MSU's business-based portfolio of study abroad. CIBER is the administrative home and resource provider for business study abroad.

2. SIGNIFICANCE

2 (a) Describe the national significance of the proposed project *and*

2 (b) Describe the importance/magnitude of the results or outcomes likely to be attained by the proposed project.

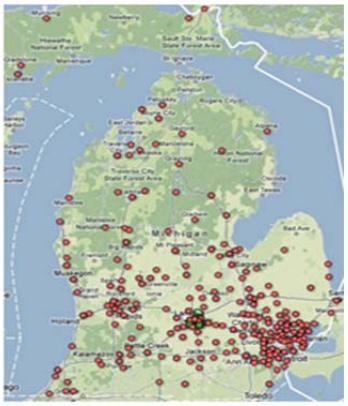
Given the intertwined nature of subsections 2a and 2b, they are addressed concurrently throughout to focus on the national significance for 2a and corresponding importance/magnitude for 2b, with clear labelling for ***national significance*** and ***importance/magnitude***. EXHIBIT 8 illustrates how the 10 Project Goal Areas target the six mandates, two competitive and two invitational priorities. EXHIBIT 6 summarizes Projects 1a to 10d, and the new "CIBER Performance Measure Form" is in EXHIBIT 20. **EXHIBIT 12 presents 10 sample projects** with national significance, details the importance/magnitude, and illustrates product quality and portability. MSU has planned projects to be of national significance and importance/magnitude by focusing on five areas: (1) Enhancing the competitiveness of U.S. businesses; (2) Training and educating business leaders and entrepreneurs; (3) Developing portable programs for "multiplier" groups; (4) Developing competence in international business, languages, and area studies; and (5) Training, educating, and motivating students. The five areas are addressed for Section 2a on ***national significance*** and Section 2b on ***importance/magnitude***.

(1) Enhancing the Competitiveness of U.S. Businesses

The ***national significance*** of the proposed activities is due, first and foremost, to their potential for enhancing the international competitiveness of U.S. businesses. This area is addressed in all of the projects (1a to 10d) but in particular in 4a-f, 5a-g, and 6a-k. For example, MSU's Michigan Export Growth Program (MEGP) in 6g illustrates the link to competitiveness

of U.S. businesses. In fact, as recently as May 13, 2014, U.S. Commerce Secretary Penny Pritzker, in announcing the NEI/NEXT – the next phase of the country's "National Export Initiative" – stated that "exports are critical to the U.S. economy…. They fuel growth in our communities, support good middle class jobs, and unlock opportunity for American companies." In response to NEI/NEXT and GPRA CIBER Measure 3 (export activities), MSU is proposing to implement a large portfolio of exporting-related programs to benefit the nation (Projects 1c, 1d, 2d, 3a, 3b, 3e, 4a, 4b, 5a, 5b, 5d, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 8g, 9a, 9b, 9c, 9d, 9e, and 10a).

The ***importance/magnitude*** of these programs is large. For example, MSU's CIBER has assisted 1,945 companies in Michigan and 12,137 companies in the country with CIBER-funded services since 2006 (see maps below of cities in the U.S. and Michigan in which MSU has provided company services). The backbone for these pro bono services is the leading knowledge that MSU can offer via its international business research and globalEDGE (both included as exemplary projects in EXHIBIT 12 on "enhancing the competitiveness of U.S. businesses"). globalEDGE, for example, receives some 5 million page views annually. The CIBER funding is also important to sustain the successful MEGP export program to help companies in Michigan, given the state's economic difficulties. This importance cannot be overstated; statistics from the International Trade Administration shows the significance of international trade: Workers in export-intensive industries earn, on average, 18 percent more than workers in other industries.



(2) Training and Educating Business Leaders and Entrepreneurs

Training and educating individual business leaders and entrepreneurs is of ***national significance***. This area of significance is primarily addressed by Projects 6a-k but also 1a-e and 3a-e. In EXHIBIT 12, we highlight two projects of national significance targeted to "training and educating business leaders and entrepreneurs" (see EXHIBIT 12): (1) a new training tool on the Michigan Business Network (MBN) and (2) a unique opportunity titled the Michigan Export Internship Program (MEIP). Nationwide, the MBN provides a platform to share global trade training to business leaders and entrepreneurs in all 50 U.S. states, while the MEIP connects Michigan businesses in two-way education with highly qualified interns. Also, since the U.S. market currently cannot support the influx of businesspeople wanting training in international business, MSU is developing several global online "Master Certificates" to offer training to business leaders and entrepreneurs (6b). These online training programs for businesspeople are proposed in direct response to market research. According to Bisk Education and IPEDS, only 14 percent of current IB programs are online, but they capture 37 percent of the individuals.

There is a strong ***importance/magnitude*** associated with this gap in training opportunities currently. A 2014 "opportunity analysis" conducted by Bisk shows a 19 percent upturn in people seeking masters in international business since 2012. Some 3,000 businesspeople are now annually seeking master degrees in IB, and the projected issue is large with more than 500,000 new jobs in international business projected between 2014 and 2022 in the U.S. Also, statistics from the report titled *2014 U.S. Business Needs for Employees with International Expertise* (sponsored by Carnegie Corporation of New York, Coalition of International Education, Henry Luce Foundation) address importance and magnitude: 80 percent of U.S. firms could increase their overall business if more employees had international expertise; 39 percent of companies

have failed to take advantage of selling internationally due to lack of employees' international competence (an increase from 30 percent in 2003); and 83 percent of companies will place greater importance on global competence in the next 10 years than they do currently.

(3) Developing Portable Programs for "Multiplier" Groups

The impact of MSU's projects on "multiplier" groups – such as development agencies, small business development centers, industry, professional associations, and community colleges – is of ***national significance***. Projects 2a-e, 3a-e, 4a-f, 6a-k, 7a-b, 8a-l, and 9a-e are the primary ones which address significant projects for "multiplier" groups. As illustrated in EXHIBIT 10, MSU has formed strategic alliances and planned activities with, for example, NASBITE International (Project 3a), Global Business Club of Mid-Michigan (3b), Michigan and the World Coalition (3c), Community Colleges for International Development (3d), Academy of International Business (3e), U.S. District Export Council (3e), American Association for Community College Workforce Development Institute (3e), National Association for Community College Entrepreneurship (3e), International Trade Center of Mid-Michigan (6d), Michigan Community College Association (7a), and the Michigan Business Network (8g). These and many other multiplier groups strategically aligned with MSU's CIBER are important in fulfilling the mandates and competitive priorities in CFDA No. 84.220A. The portability of multiplier programs is also appropriate given that U.S. tax payers are in favor of leveraging the CIBER mandates and priorities across multiplier groups (see EXHIBIT 13, *2014 International Expertise in Universities Study*); at least 80 percent favor each mandate and priority.

In involving the community college associations, various business groups, and online programming, the strategic multiplier alliances will have great ***importance/magnitude***. These programs will affect tens of thousands of people annually and the potential is even larger. For

example, in 2012, Michigan's export value was some $58 billion, and about 133,400 total jobs were directly supported by the 14,100 exporting companies. The 28 community colleges in Michigan enroll some 267,000 students, and business administration and closely related fields have the highest percentage enrollment. For example, through strategic alliances with multiplier groups, MSU has provided services to some 1,945 of the 14,100 Michigan companies that exported in 2013 and to 24 of 28 community colleges in the state (and 12,137 companies and 176 educational institutions nationwide along with more than 500 community college faculty). The proposed multiplier projects will elevate MSU's outreach even more for national significance.

(4) Developing Competence in International Business, Languages, and Area Studies

The impact on the development of faculty competence in international business, languages, and international/area studies is of ***national significance***. This area of significance is addressed via Projects 2a-d, 3e, 4a-f, 7a-b, 8a-l, and 9a-e. MSU targets programming for educators at the community colleges, minority-serving institutions (both community colleges and four-year universities), and four-year university faculty (i.e., teaching schools, research schools). EXHIBIT 12 illustrates two areas of national significance targeted by MSU in this proposal, including (1) business language initiatives and (2) programming for community colleges. For example, for 2014-2018, MSU has partnered with American Association for Community Colleges; Community Colleges for International Development; Michigan Community College Association; National Association for Community College Entrepreneurship; and 70 community colleges across the country (including our local Lansing Community College) to maximize national significance in international business, languages, and areas studies at two-year schools.

At the highest level of ***importance/magnitude***, MSU has always focused on the needs of community colleges (for the 2014-2018 grant cycle, for example, we propose a plethora of 28

community college-centered projects to address Competitive Priority 2; see Projects 1a, 1b, 2a, 2d, 3a, 3b, 3d, 3e, 4b, 4c, 4d, 4e, 5a, 5e, 5f, 7a, 7b, 8a, 8b, 8c, 8d, 8i, 8j, 8k, 8l, 9a, 9c, and 10c.). Community colleges educate 44 percent of students (some 13 million) in the U.S. (American Association of Community Colleges). AACC states, "pressure is increasing for community colleges to foster an awareness of foreign cultures and the interconnected nature of the world economy." In the *2012 Benchmarking Study on International Business Education at Community Colleges*, it is clear that the 1,132 community colleges in the U.S. are becoming more interested in teaching international topics; the basic course in international business, for example, is now taught by 85 percent of community colleges, an increase from 51 percent in 2008. But, according to the same *Benchmarking Study*, minimal investments have been made in organizational infrastructure, funding, and investment in faculty at community colleges to teach international topics (and these investments are even worse at minority-serving community colleges). MSU's proposed projects will alleviate this disinvestment for community colleges.

(5) Training, Educating, and Motivating Students

MSU's projects with respect to the training, educating, and motivating students have ***national significance***. In EXHIBIT 12, we highlight two programs with national significance, including the nation-leading study abroad and internship program (1b, 1c, 3e, and 10d) and the newly planned and fully online Master of Science in International Business for non-business Bachelors graduates (1a). Additionally, in collaboration with the Academic Internship Council, MSU will also develop an ongoing workshop series on helping students obtain international internship opportunities. A very direct effect on training, education, and motivation of students can be seen in the proposed Projects 1a-e and 10a-c, addressing the need for integrative coursework for students. For example, per MSU's Office of Study Abroad guidelines, the

university prioritizes study abroad "programs that offer undergraduate students the opportunity to undertake research as well as those that offer a community engagement component."

The ***importance/magnitude*** of study abroad and international internships is long-standing for the nation. MSU prides itself on being one of only 4 institutions in the top 10 in the nation for student participation in both study abroad (outbound) and foreign student attendance (inbound). For thousands of MSU and non-MSU students, the CIBER grant is important to facilitating MSU's 280 study abroad and internship programs for students nationwide (these business programs did not exist prior to CIBER). Additionally, the MIBS degree (Project 1a) will be the first fully online Master's in International Business in the U.S. that is specifically targeted to non-business students (i.e., undergraduates in STEM, international/area studies, and other professional schools). The MIBS degree, using the Bisk University Alliance platform, is planned to be offered via a state-of-the-art e-learning system where students are immersed in a multimedia environment and interactive activities online. The features are planned to include hands-on work on exporting projects with companies, an international internship and/or community-engaged study abroad. CIBER resources are critical to support the MIBS courses.

OVERALL National Significance and Importance/Magnitude

To end Section 2, we refer to EXHIBIT 9, which illustrates MSU's multiplicity of approaches to internationalization. MSU has a rich international fabric to draw on to plan CIBER projects – some 1,400 MSU faculty engage in international research, teaching, and/or outreach in 176 countries (including all 55 countries in Africa). Importantly, using ***MSU's World-Grant Ideal*** (worldgrantideal.msu.edu) as the foundation, we have created a budget which has dedicated ***all federal funding to outreach programs*** for maximum reach and impact. MSU as a public institution is also willing to match the federal dollars two-to-one – much of it cash funding

and part of it in-kind funding – to support the CIBER mandates and achieve the highest possible national significance and importance/magnitude (see EXHIBITS 19 and 22; Budget Notes and Budget Narrative for details). This support is also evident in the multiple levels of the "Quality of Project Evaluation" (Section 7). The MSU administration believes in the CIBER program; will provide a strong match of resources if funded; and will be part of the proposed work agenda for maximum significance. Thus, the multiplier effect of MSU's proposed programs results in significance which is far greater than could otherwise be expected. Overall, MSU's projects leverage resources and capabilities in international business, international/area studies, and foreign languages across the university's international campus fabric.

MSU has developed the 2014-2018 proposal to be of national significance, importance, and magnitude in the spirit of our CIBER's history and commitment. Millions of people have so far been positively affected by MSU's CIBER projects. These range from the **5 MILLION** page views annually on globalEDGE (including users in all 50 U.S. states every hour of every day); to the more than **12,000 COMPANIES** nationwide that have been provided knowledge and skills by MSU to compete internationally (including 1,900 of the 14,100 companies in Michigan that went overseas in 2013); to more than **500 FACULTY** trained at community colleges in **44 U.S. STATES** (including faculty at 24 of 28 community colleges in Michigan); to scholars worldwide benefitting from MSU's **NUMBER 1** ranking in international business research in the top 29 academic business journals (*International Business* Review 2010); and to the many involved **28,000 EXECUTIVES** who freely get *globalEDGE Business Review*. Our proposal for the 2014-2018 grant period builds on this history, commitment, and genuine dedication to the CIBER program and the primary focus on outreach to elevate community colleges, minority-serving institutions, businesses, associations on international competitiveness.

3. QUALITY OF THE PROJECT DESIGN

3 (a) Describe the extent to which the proposed activities include a coherent, sustained program of research and development in the field, including, where appropriate, a substantial addition to an ongoing line of inquiry.

MSU has proposed an overall CIBER portfolio of projects for 2014-2018 that is of national significance and great importance/magnitude to increase U.S. international competitiveness. As such, this proposal includes a strategic plethora of 61 project groups and 229 activities. Within the portfolio of projects, MSU is keenly focused on addressing the significant needs in Competitive Priority 1 ("Business Collaboration") and Competitive Priority 2 ("Community College/MSI Collaboration"). The strategic focus of both priorities is linked to MSU's long-standing history of ***coherent and sustained programming*** within the CIBER grant – e.g., MSU has provided pro bono exporting services (and in numerous cases facilitated internships and exporting experiences for students) to some 12,000 companies nationwide as well as development programs to more than 500 community college faculty from 44 U.S. states.

Importantly, MSU is not resting on its laurels; instead, the CIBER proposal for 2014-2018 is stressing the "Quality of Project Design" by intensifying MSU's outreach efforts by ***substantially adding to an ongoing line of inquiry*** (programming) in "Business Collaboration" and "Community College Collaboration" (Competitive Priorities 1 and 2), as described in Section 1 and outlined in EXHIBITS 6 and 20. Additionally, we have planned numerous new projects of national significance, importance, and great magnitude to address the six mandates in Sec. 612 (a)(2) and the Special Rule of Sec. 612 (a)(3). At the same time, high-impact existing projects (e.g., globalEDGE, Export Growth Program, IB research) will be retained because of

their national significance (i.e., receiving 6 million page views monthly on globalEDGE, helping more than 12,000 companies in exporting, and being ranked #1 in IB research by *International Business Review* in 2010). The proposed strategic portfolio that integrates new projects, existing high-impact projects, and projects directly targeting the two new Competitive Priorities are embedded in strategic thinking of MSU's "world-grant ideal" (http://worldgrantideal.msu.edu).

As a backdrop to the Quality of the Project Design, MSU was founded in 1855 as the pioneer land-grant university and is one of 61 institutions in the prestigious Association of American Universities. MSU is one of the largest and most diverse universities, offering a curriculum of 200 programs to 49,300 students, and with 1,400 faculty conducting teaching, research, service, and/or outreach in 176 countries. A national leader in study abroad (some 280 foreign partnerships), MSU offers about 300 foreign language and 800 international courses; has 7,300 foreign students on campus from about 135 countries; and also has students from all 50 U.S. states and all 83 counties in Michigan. With this "global" foundation, MSU's world-grant ideal is a fantastic framework to capture the spirit of the proposed projects and the essence of the Quality of the Project Design in Section 3. Committed to core values of quality, inclusion, and connectivity that made land-grant universities among the best, MSU President Lou Anna Simon has set a path for MSU to adapt these values "to address individual, societal, and economic challenges for sustainable global prosperity in the 21st century."

"Sustainable global prosperity" also feeds well into the Quality of the Project Design of the activities in EXHIBIT 6 (which was introduced in Section 1 and provides an overview MSU's Project Goal Areas, activities, and coordinators). In addition, EXHIBIT 15 summarizes, in a one-page overview, the general implementation plan by project types. EXHIBIT 16 summarizes, as a sample, the steps in the "tactical plan" used to organize the renowned International Business

Institute for Community College Faculty, described in 8a in Section 1. EXHIBIT 7, introduced in Section 1, depicts strategically the Quality of the Project Design by MSU – tying vision, guiding principles, mission, and focus areas together in a coherent, sustained program of research and development in the field. This provides MSU with strategic potential to contribute substantial additions to its ongoing line of inquiry into increasing U.S. international competitiveness within the goal-planned structure of three focus areas: **Knowledge Development, Knowledge Deployment, and Cultural Competitiveness** (Projects 1a to 10d each fall into at least one area).

Knowledge development ***refers to a coherent, sustained program of research and development that produces leading-edge knowledge on international competitiveness.*** The multifaceted knowledge development projects are described among Projects Goal Areas 4 and 5 of Section 1 (i.e., Research to Promote Integrated Curricula in College and University Education; Research on International Competitiveness). The broad focus of knowledge development initiatives for the 2014-2018 grant centers on "strategic value chains for increased international competitiveness" (tied to the overall theme of MSU's proposal). Within this all-encompassing value-chain theme, drawing on MSU's top ranking in supply chain management (*U.S. News & World Report* 2014), MSU will conduct rigorous research in international business; practical benchmarking on international competitiveness; annual updates to its International Business Education Index for community colleges; studies that facilitate serving the internationalization needs of minority-serving institutions; maintenance of our long-standing state-of-the-art contributions on global supply chains; and much more.

Some of these studies that support building the knowledge and skills needed to maximize the national significance of Projects 1a to 10d are investigated by MSU's CIBER team, while others are in collaboration with an established network of research associates (see EXHIBIT 6,

Areas 4a-f and 5a-g). MSU is fortunate to have a world-leading business faculty, from which 75 faculty are from 23 countries and teach, research, and/or provide service on international issues (i.e., the majority of the 120 faculty in MSU's Broad College of Business participate in international activities). CIBER draws on this faculty and also more than 170 interdisciplinary colleagues throughout some 25 international centers/institutes on MSU's campus for high-quality project design. Additionally, EXHIBIT 10 has a sample of CIBER's network of campus, national, and international collaborators.

***Knowledge deployment** refers to a coherent, sustained program of research and development that centers on deploying leading-edge knowledge on international competitiveness to offer development programs and products that add substantial value to target groups.* The comprehensive knowledge deployment projects are described among Project Goal Areas 1, 2, 7, and 8 in Section 1 (i.e., Interdisciplinary Programs in Business, Foreign Languages, International Studies, and Professional Curricula; Interdisciplinary Programs for Foreign Language and International Studies Faculty and Advanced Students; Faculty Development Programs in International Business, Business Languages, and Area Studies; Academic Outreach Programs and Activities). This myriad of projects speaks volumes about the significance that MSU places on the deployment of international business knowledge and skills throughout the country. This ranges from the world-leading globalEDGE online knowledge resource (6a); to International Business Institutes for Community College Faculty on the MSU campus as well as in different places around the country (8a and 8j); to a variety of new programs and courses for undergraduate, graduate, and executive participants (1a-1d, 6b, etc.); to programs for language faculty at community colleges (2a-2d); and so on. The large number of satisfied businesses, community college faculty, and web users, among others, who have

participated in previous programs (see Section 2) also provides a great forecast for the potential quality of the project design for the proposed 229 activities for 2014 to 2018 (see EXHIBIT 6).

***Cultural competitiveness** refers to a coherent, sustained program of research and development that centers on using leading-edge knowledge on international competitiveness to instill such knowledge and "cultural fabric" in business and society.* The wide-ranging cultural competitiveness projects are described among Project Goal Areas 3, 6, 9, and 10 of Section 1 (i.e., Collaborations with Professional Associations, Businesses, and Educational Institutions; Programs to Develop International Expertise of Business Executives and Other Professionals; Development and Dissemination of Teaching and Resource Materials in International Business and Languages; Development of Overseas Linkages). Basically, the issue here is to develop a "global mindset" and appreciation of cultural values, beliefs, norms, and artifacts by more and more stakeholders. U.S. competitiveness depends on a globally competent workforce; such a workforce needs to have not only the knowledge and skills to operate globally but also a global mindset embedded in their lives in business and society. MSU has proposed several projects that strive to facilitate this cultural know-how and societal change. For example, three new projects developed in the spirit of affecting the mindset of business and society are: the globalEDGE Business Beat, an Internet-based radio show on international competitiveness which will be broadcast throughout the country streaming on globalEDGE and in podcast form (8g and 9e); the online Master's Certificates in International Business, which will offer businesspeople knowledge and skills on global supply chains, global strategy, and a plethora of IB topics in their own surroundings (6b); and the fully Online Master of Science in International Business (MIBS) targeting non-business undergraduates in STEM areas, international/area studies, and professional fields to infuse a global mindset in their profession (1a).

4. QUALITY OF THE MANAGEMENT PLAN

4 (a) Describe the extent to which the management plan is adequate to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

In Section 4(a), we elaborate on the structure, processes, time commitments, and knowledge and skills that are in place for MSU to develop and implement CIBER projects within a cost-efficient budget and on time. An important component of addressing Section 4(a) is **EXHIBIT 20 – CIBER Performance Measurement Form (PMF) – which provides a detailed understanding of the project goal statements (PMF 1), performance measures (PMF 2), and activities (PMF 3), plus a summary of the target focus.** EXHIBIT 6 also includes responsible individuals and yearly timelines. EXHIBIT 20, with its fine-grained detail, is also one important component of Section 7 on the "Quality of Project Evaluation" in this Application Narrative. As such, we have carefully connected the structure, processes, and time commitments in Section 4(a), "Quality of the Management Plan," with the comprehensive plan for "Quality of Project Evaluation" (Section 7) and responsibilities (see EXHIBIT 6) to ensure clearly defined responsibilities, timelines, and outcomes that are measurable, sustainable, and within budget.

Physically, CIBER is housed in the International Business Center in MSU's Broad College of Business. Together with some 25 international centers at MSU, CIBER is also a part of MSU's International Studies and Program (see EXHIBIT 11). Additionally, CIBER serves as the home of the International Trade Center of Mid-Michigan and has a "Joint Partnership Agreement" with the U.S. & Foreign Commercial Services. The integration into the college, university, and Michigan community ensures that CIBER is a resource to constituency groups

(especially serving the college's global initiatives, university's "world grant ideals," community colleges, and businesses). An organizational chart with strategic clusters is presented in EXHIBIT 17. The qualifications, job descriptions, and responsibilities of the CIBER team are in Section 5.

Structure to Manage MSU-CIBER. Structurally, CIBER is an integral part of the Broad College of Business and MSU. The CIBER Director serves as the Director of the International Business Center, is a member of the Senior Administrators Group of the College, and is a member of MSU's International Studies and Programs Executive Committee. The CIBER Director reports directly to the Dean. The direct reporting to the Dean of the Broad College of Business stresses the importance of CIBER within the college's structure. In that capacity, Dr. Tomas Hult, as CIBER Director, is responsible for the College's international activities. CIBER is the Broad College's focal point for international activities, including faculty development, curricular initiatives, study abroad, research, executives-in-residence, faculty visitors, business outreach, and other international programs. CIBER is also a key structural link between all departmental units and the primary integrator of teaching, research, and service in the Broad College of Business' internationalization efforts. Appreciatively, CIBER is a visible center – depended on by university administrators, faculty, students, public policy makers, economic development people, and the business community. CIBER staff alternates between assisting and guiding these constituents in programs (e.g., advising on international curricular materials, faculty research, pro bono business services) and assuming the primary responsibility for designing and implementing projects (e.g., study abroad initiatives, e-Learning technologies, collaboration with Michigan businesses and state government).

Processes to Manage MSU-CIBER. In addition to structure, well-established processes ensure that project goals, measures, activities, targets, and outcomes (see PMF in **EXHIBIT 20**)

will be met on time and within budget. MSU has developed internal operating systems, reporting procedures, and monitoring mechanisms to ensure a high-quality management plan. Examples are: (1) an accounting system designed to track planned, current, and future expenditures for each project; (2) an activity and budget approval process that includes reviews at the CIBER and college levels and by the MSU Office of Contract and Grant Administration; and (3) a Research Committee which evaluates funding requests. Indeed, these are a few of the best practices that CIBER has developed within the infrastructure of MSU's ***world-grant ideal***. Importantly, process elements of the management plan also include: detailed documents that outline each step of implementing a particular project (see EXHIBIT 16 for an illustration), guidance from the members of the CIBER Advisory Council, and formal evaluations completed by participants (described in detail in Section 7 on the Quality of Project Evaluation). The process elements contribute to an efficient, responsive, and rational management plan for CIBER that can achieve the greatest return-on-investment for increased international competitiveness of the country.

As evidenced by its comprehensive work scope and steady stream of tangible outcomes, MSU has demonstrated that it can achieve a high return-on-investment on the federal and matching funds. CIBER has the capacity to manage a complex set of activities within budget and on time. The staff is trained to handle multiple projects simultaneously; is successful in securing the participation of various on-campus and off-campus units in project implementation; and can fulfill the multiple roles of idea generator, detail work, manager, and entrepreneur. Indeed, MSU is fortunate to have a CIBER Team of 15 people with substantial experience and talent, numerous other individuals with relationships with CIBER (see EXHIBITS 17 and 18 and Section 5 of the Application Narrative), excellent institutional support, modern facilities, and very high

campus visibility. In addition to the CIBER Team, several faculty directors, some 30 graduate and undergraduate student assistants, and several executives-in-residence round out the team.

Time Commitments to Manage MSU-CIBER. The existence of a talented, dedicated, and experienced CIBER team is a major reason why MSU is recognized for its leading CIBER programs, especially to community colleges, and businesses, and students. The time commitments of each CIBER member are detailed in the Budget (EXHIBITS 19 and 22). Additionally, time commitments to run a successful CIBER are part of the web in which MSU's CIBER operates. The CIBER team is joined by faculty, administrators, students, and community members in implementing a comprehensive agenda that meets and exceeds the purposes of the authorizing legislation and this grant cycle's competitive priorities (and that also captures the invitational priorities). In addition to being well integrated into the college, university, and community, CIBER has a tradition of working closely with some 25 international units at MSU, language departments, and strategically important organizations in the local and national international trade communities (e.g., Chamber of Commerce, Michigan Economic Development Corporation, State of Michigan, U.S. & Foreign Commercial Service, District Export Councils, Community Colleges for International Development). The CIBER team is also strengthened by a stellar set of executives-in-residence and a dedicated CIBER Advisory Council.

Knowledge and Skills to Manage MSU-CIBER. Section 5 on the "Quality of Project Personnel" provides a nice overview of the CIBER team's set of knowledge and skills. MSU's CIBER exemplifies breadth and depth in knowledge, skills, and tools to increase the international competitiveness of the U.S. and the constituency groups targeted in this proposal. Continuing to serve as Principal Investigator on the CIBER grant is **Dr. Tomas Hult**. He has served as Director of CIBER (and Director of MSU's International Business Center) since

January 2001. Dr. Hult has been instrumental in recruiting a talented CIBER team and strategically nurturing relationships in the local, regional, and national trade communities; among many accolades, he is an elected Fellow of the Academy of International Business and one of the most cited international business scholars in the world.

The CIBER team consists of 15 core individuals, including the Director, and some 30 student assistants (see EXHIBIT 17). As outlined in Section 5, these individuals are responsible for well-defined projects and operations (see EXHIBIT 6). The CIBER team includes **Dr. Tomas Hult**, Director; **Dr. Irem Kiyak**, Associate Director; **Dr. Sarah Singer**, Assistant Director; **Dr. Tunga Kiyak**, Outreach Coordinator; **Jade Sims**, International Trade Specialist; **Anne Hoekman**, Editorial Manager; **Ronda Bunnell**, Educational Programs Coordinator; **Kathy Kiessling**, Program Services Coordinator; **Jamie Rytlewski**, Information Technologist; **James Ostrander**, Systems Analyst; **Dr. Kirt Butler,** Director of Study Abroad and Exchange Partnerships; **Dr. Ernie Betts**, Assistant Dean for Multicultural Business Programs; **Dr. Patricia Paulsell**, Business Language Specialist; **Bill Motz**, Professor of Business Administration at Lansing Community College; and **Dr. Marilyn Amey**, Community College Specialist. The approximately 30 students involved in CIBER are hired on an annual basis during their MSU studies. Additionally, the CIBER team is enhanced by some two dozen faculty as Study Abroad Coordinators, 170 international/area studies faculty for CIBER projects, and some 1,400 MSU faculty engaged in teaching, research, and/or outreach in 176 countries. MSU is fortunate to have people with strong knowledge and skills, and there is leverage within MSU's extended and virtual CIBER team to ensure that the management plan achieves its objectives of the proposed projects on time and within budget. Section 5 has the key personnel, and **biographies** for a sample of 40 individuals involved with CIBER are included in **EXHIBIT 18**.

5. QUALITY OF PROJECT PERSONNEL

5 (a) Describe the extent to which the qualifications, including relevant training & experiences, of the project director (or PI) meet the needs of the project.

Dr. Tomas Hult will continue as Principal Investigator of CIBER and Director of MSU's International Business Center. Dr. Hult is Professor of International Business and holds the Byington Endowed Chair. He is also integral to MSU's world-grant initiatives as a member of MSU's International Studies and Programs (ISP) Executive Committee and the Senior Administrator Group of the Broad College of Business. Dr. Hult is the top-ranked administrator/professor in international business at MSU; he reports to the Deans of ISP and the Broad College. At MSU, his service has been recognized with the Richard Lewis Quality Award. Outside MSU, he has been recognized as one of 83 scholars elected to the Fellows of the Academy of International Business (AIB). Dr. Hult consistently ranks as one of the most cited IB scholars worldwide (some 17,000 citations per Google Scholar). Hult was ranked the 75th "most cited scientist in economics and business" in the world by Thomson Reuters in their Essential Science Indicators, 1997-2007. In 2012 in *Academy of Management Perspectives*, Hult was 6th most cited among scholars who received their degrees since 1991. Based on Microsoft Academic Search, Hult is in the top five authors in "business administration and economics." Complementary to his CIBER role, Dr. Hult is Executive Director of Academy of International Business and President of the Sheth Foundation. He also serves in various leadership roles within the U.S. District Export Council, Global Business School Network, and the International Trade Center of Mid-Michigan. His most recent books are *Global Supply Chain Management* with David Closs and David Frayer, and *Global Business Today* (9th edition) with Charles Hill.

5 (b) Describe the extent to which the qualifications, including relevant training and experience, of key project personnel meet the needs of the project.

The organizational chart and strategic clusters of the MSU International Business Center are in EXHIBIT 17. The CIBER team, including the Director, consists of 15 faculty and staff and approximately 30 students. Biographical sketches of personnel are in EXHIBIT 18. Additionally, CIBER's projects engage many administrators and faculty from among the 75 internationally oriented business faculty (see http://global.broad.msu.edu/faculty) and the more than 1,400 MSU faculty who work in 176 countries (see http://ciber.msu.edu/team and http://www.isp.msu.edu). The backgrounds of key personnel are included in this section.

Dr. Irem Kiyak continues as Associate Director of CIBER, a role she has held since 2001. Dr. Kiyak's dedication to and involvement in the CIBER community – among CIBER administrators and also in leading efforts such as CIBERweb.msu.edu – is an exemplary among Title VI grantees. She has become a strategic asset to all CIBERs and the U.S. Department of Education. Her responsibility includes oversight of CIBER's daily operations, supervision, budgeting, project development, and implementation. She is the principal administrator for fiscal and personnel matters, preparing budgets and monitoring expenditures, administering grant awards, and coordinating contracts. Her responsibilities also include managing the externally funded outreach and research center with diverse constituents including funding agencies, faculty, students, and the business community. Irem has a Bachelor of Science in Physics from Bogazici University, an MBA in Supply Chain Management from MSU's Broad College of Business, and a PhD from MSU's top-ranked School of Packaging. She has served as project coordinator since 1999 and fiscal officer since 2001 for MSU's CIBER and other grants.

Dr. Sarah Singer continues as Assistant Director of CIBER, a role she has held since 2007. Dr. Singer is responsible for assisting in the administration of CIBER and overseeing a strategic cluster of "Academic Outreach" of approximately 25 graduate and undergraduate student assistants dedicated to CIBER projects. She also has responsibilities in study abroad, academics, training, and research for CIBER, plus she leads the annual study abroad program on Business and Culture in Japan. Sarah has a Bachelor of Arts in French from the University of Michigan, and a Master of Arts and a PhD in Higher Education Administration from Michigan State University. Her dissertation research focused on study abroad in community colleges. Additionally, together with Tomas Hult (PI on the CIBER grant) and Bill Motz (Professor, Lansing Community College), Dr. Singer is a co-leader of the International Business Education Index (IBEX) benchmarking of community colleges. Sarah is a NASBITE Certified Global Business Professional and also serves on NASBITE's Board of Governors and its nine-member Executive Committee (National Association of Small Business International Trade Educators).

Dr. Tunga Kiyak has served at Outreach Coordinator of CIBER since 2003. In that role, he coordinates numerous business outreach initiatives, particularly pertaining to economic development, technology, and emerging markets. Dr. Kiyak is a board member of the U.S. District Export Council (East Michigan) and manages collaborative projects in CIBER's partnership with the State of Michigan, Michigan Economic Development Corporation, PrimaCivitas, and Automation Alley. He is also an integral leader for the Broad College of Business in information technology and online education. Tunga was the original curator and maintains developmental leadership of the Google top-ranked "international business resource," globalEDGE.msu.edu, as well as its Market Potential Index for Emerging Markets, Diagnostic Tools, and online course modules. Dr. Kiyak has been Managing Director of the Academy of

International Business since 2004 and is a worldwide recognized administrator, researcher, and authority in international business. He has been awarded the AIB President's Service Award for contributions to the field of international business. Tunga has a Bachelor of Science in Electrical and Electronics Engineering from Bogazici University in Turkey, and MBA and PhD degrees in International Business from the Broad College of Business at Michigan State University.

Six other individuals serve in administrative and staff positions in CIBER. Collectively these individuals have been with CIBER more than 25 years. **Jade Sims** is an International Trade Specialist in CIBER, a role in which she liaises with businesses, NGOs, and the government's economic development units. Jade has a Bachelor of Arts in Business from Alma College and an MBA from the Thunderbird School of Global Management. She is a Certified Global Business Professional. **Anne Hoekman** is the Editorial Manager of CIBER's publications. She earned a Bachelor of Arts in English and Art History from Calvin College and is involved with the International Society of Managing and Technical Editors. **Ronda Bunnell**, Educational Programs Coordinator, assists with the development and implementation of programs and materials for conferences, symposia, and other outreach events (e.g., Global Business Club of Mid-Michigan, International Business Institutes for Community College Faculty). Ronda has an Associate Degree from Lansing Community College. **Kathy Kiessling**, Program Services Coordinator, is primarily responsible for functions relating to the Academy of International Business and CIBER's collaboration with AIB for international student internships and collaborative research. She also provides back-up support for administrative functions of CIBER. Kathy has a Bachelor of Arts in Finance from Western Michigan University. **Jamie Rytlewski,** Systems Analyst, is responsible for the technical support and maintenance of CIBER's websites, online activities, and social media vehicles. He earned Bachelor of Science in Computer Science

and Computer Networking at Lake Superior State University and a Master of Science in Computer Science from Michigan State University. Jamie also served in the U.S. Air Force for four years. **James Ostrander**, Information Technologist, assists in the development and maintenance of CIBER's websites, including globalEDGE, CIBERweb, and Global Initiatives on the website of the Broad College of Business. Previously James worked for IBM as a systems integration programmer. He has a Bachelor of Science in Computer Information Systems from Davenport University.

In addition to the CIBER team located in the CIBER administrative offices, five people serve in strategically important roles for CIBER on a continual basis. They are Dr. Kirt Butler, Dr. Ernie Betts, Dr. Patricia Paulsell, Bill Motz, and Dr. Marilyn Amey – the first four have been with CIBER since its inception in 1990, while Dr. Amey is a new addition to place increased emphasis community colleges. **Dr. Kirt Butler** is Director of Study Abroad and Exchange Partnerships for the Broad College of Business and a professor in the finance department, Finance, specializing in international finance (with a leading textbook on the topic). **Dr. Ernie Betts** is Assistant Dean for Multicultural Business Programs in the Broad College of Business. He leads regular study abroad programs to emerging markets, with a special focus on Africa. **Dr. Patricia Paulsell** served as Director of Business Language Initiatives for CIBER and co-Director of MSU's Center for Language Education and Research for almost 20 years; she will continue to be involved in a strategic role to develop language programs for CIBER in concert with Dr. Sarah Singer transitioning into the role of Business Language Coordinator. **Dr. Marilyn Amey** is Professor and Chair of the MSU Department of Educational Administration. A past president of the Council for the Study of Community Colleges, Dr. Amey is a national leader in programming for community colleges; she will serve as the CIBER point person for a number of

the community college initiatives outlined in EXHIBIT 5 and discussed in Section 1 of this Application Narrative. Dr. Amey will work jointly with **Bill Motz,** Professor of Business Administration at Lansing Community College.

5 (c) Describe the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Michigan State University and its CIBER program are committed to principles of equal opportunity, nondiscrimination, inclusion, and affirmative action. In accordance with Section 427 of the General Education Provisions Act (GEPA), MSU and CIBER make a special effort to ensure equitable access to all program beneficiaries. Michigan State University's programs, activities, and facilities are available to all without regard to race, gender, religion, creed, national origin, political persuasion, sexual preference, marital status, disability, or age. As an affirmative action/equal opportunity employer, the quality of MSU's affirmative action programs is validated through review by external agencies and by internal monitoring (including an annual report to the MSU Board of Trustees).

Today, inclusiveness at MSU is a multifaceted, comprehensive, and innovative set of programs designed to actualize the commitment of university policy, while ensuring compliance with the highly technical regulations governing statistical self-analysis and the establishment of hiring and promotional goals for women and members of minority groups. This inclusiveness also encompasses a great diversity of university programs and activities that have been developed and instituted to meet the needs of protected classes and other members of the university community. A compliance review of the university's Affirmative Action Compliance

Program was recently conducted by the U.S. Department of Labor. MSU's programs are viewed as meeting the requirements of Executive Order 11246 and 41 CFR 60.

Guiding this effort on campus is MSU's Office for Inclusion and Intercultural Initiatives (http://www.inclusion.msu.edu). This office serves as an institutional focal point for promoting inclusion and diversity at MSU. The office is strategically designed to focus on six specific areas to support the mission of the office and the mission of MSU (i.e., equity, education, outreach, Project 60/50, research and assessment, and funding opportunities). Each of these six areas has direct bearing on CIBER and correlates well with the comprehensive set of projects and programs proposed to be developed and implemented by CIBER.

President Lou Anna Simon has also reaffirmed MSU's diversity goal often: "Michigan State University is proud of its long-standing tradition of celebrating diversity among its faculty, staff and students.… [We] foster a culture of inclusion and an environment where diversity is valued and pluralism is achieved." She has also stressed that our focus is on "global issues – from the prospects of global trade to the blight of global poverty and environmental stress." With a focus on "quality," "inclusiveness," and "connectivity," "our pursuit of our goals will always be guided by the academic heritage and values that tie the rich history of MSU to our present and our future … ***land-grant has become world-grant***." For example, the MSU-IDEA (MSU Institutional Diversity: Excellence in Action), a 50-point plan to create a more diverse and pluralistic campus environment, has long been MSU's foundation for institutional diversity, including CIBER. Indeed, CIBER regularly receives the highest marks for diversity efforts by Dr. Ernie Betts, Assistant Dean of Multicultural Business Programs. An assurance of compliance with all federal statutes relating to nondiscrimination is filed with this application (refer to Assurances/Certifications).

6. ADEQUACY OF RESOURCES

6 (a) Describe the extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

For years, MSU's CIBER has implemented a portfolio of activities with success. For example, since 2006, MSU's CIBER has facilitated more than 12,000 companies going international (1,900 from Michigan); CIBER has trained more than 500 community college faculty in 44 U.S. states in international business; CIBER has provided research grants to faculty and doctoral students at MSU and facilitated a number 1 ranking in IB research (*International Business Review* 2010); and CIBER has provided knowledge and skills to millions via innovative vehicles such as globalEDGE. The 61 projects and 229 activities that MSU propose for 2014-2018 represent an even more impactful program, and MSU is willing to allocate more matching funds than ever to ensure that these projects achieve maximum reach and impact.

Specifically, **all budgeted CIBER grant funds and the majority of matching funds are dedicated to outreach to entities outside MSU** (e.g., community colleges, MSIs, businesses). Thus, the multiplier effect of MSU's proposed programs results in significance which is far greater than could otherwise be expected. MSU's proposed projects support the goal of enhancing the nation's international competitiveness. Importantly, MSU's CIBER Team serves as the core resource strength and the foundation for the "Adequacy of Resources" to implement the proposed ambitious work agenda (Projects 1a to 10d); the Team is described in Section 5. Most of the core 15 people on MSU's CIBER Team have been highly committed, very involved, and a national resource to the CIBER community for about a decade. Leveraging people's capacities, knowledge, and skills, MSU is confident about carrying out the proposed

projects cost-effectively, and to achieve a national significance as well as a great degree of importance and magnitude. MSU's CIBER has established work routines, streamlined processes, and efficient systems. Adequacy of Resources is also a function of the CIBER grant, matching funds, and knowledge and skills of MSU's extended CIBER Team of some 170 professionals. Four reasons support Adequacy of Resources and costs being reasonable in MSU's proposal: ***matching funds***, ***defined target audience***, ***sustainable programs***, and ***deployment of resources***.

Matching Funds. Beyond the CIBER Team's efficiency and effectiveness, the combined funds of the CIBER grant and the matching funds from MSU are the capital investment for CIBER's programs. MSU's investment in CIBER comes in the form of considerable cash and in-kind match (personnel, operating budget, facilities, equipment, and supplies). The proposed budget indicates that each federal dollar will be matched by roughly two institutional dollars. Matching funds at this level allows MSU to undertake considerable outreach, for example, to community colleges, minority-serving institutions, businesses, and associations (e.g., to nurture international internships). Specifically, the CIBER grant is no more than 32 percent of the budget for each year of the four years (with an MSU match of some $2.8 million over 4 years). This MSU match is shown in the Budget Notes (EXHIBIT 19) and Budget Narrative (EXHIBIT 22).

Defined Target Audience. CIBER will maximize the audiences served. Projects are designed to make a significant impact on a defined target audience. The demand for MSU's programs is such that we are taking many of the programs "on the road" across the country to facilitate cost effectiveness. For example, the International Business Institute for Community College Faculty, which used to be offered biennially, now will be offered quarterly around the country. This makes travel more convenient for participants and helps drive down costs to attend (i.e., it is less expensive to have program leaders travel than to have 40-50 participants). These

"train-the-trainer" programs are critical for the nation's international competitiveness. By focusing on a nationwide set of train-the-trainer programs, we are able to take advantage of the multiplier effect, achieving an ever greater reach than the programs would achieve on their own.

Sustainable Programs. Our goal is always to create sustainable programs. CIBER funding is generally used as seed funding. The proposed activities are strategically developed to be sustainable over time and many CIBER activities eventually become self-supporting. Programs such as the Global Business Club of Mid-Michigan, Diagnostic Tools, and executive training, to mention a few, are at least partially financed by user fees. Exceptions would include programs targeting (1) educators with limited capacity to pay (e.g., community colleges; Minority-Serving Institutions), (2) faculty and student-led research projects, and (3) high-impact activities such as globalEDGE.msu.edu. We always strive for allocation of CIBER funds based on need, impact, and reach to achieve national significance and great magnitude.

Deployment of Resources. MSU places great emphasis on deployment of resources, and we rely on a variety of vehicles for business and academic outreach (e.g., online, brick-and-mortar, hybrid). For example, we have a carefully maintained, tailor-made database of all business faculty at community colleges (more than 15,000 faculty at the nation's 1,132 community colleges) that we use for research, knowledge sharing, and community building. For example, instructional materials for education and/or training purposes are shared with colleagues around the country at both two- and four-year institutions. Similarly, the more than 12,000 business we have worked with across the country serve as a unique multiplier for MSU in every state. CIBER relies upon globalEDGE.msu.edu; print and online publications; databases, such as those for two-year faculty, businesses, and those who have attended CIBER programs; and social media such as LinkedIn, Twitter, and Facebook for knowledge deployment.

6 (b) Describe the adequacy of support, including, but not limited to, facilities, equipment, supplies, and other resources from the applicant organization.

As evidenced by the proposed Budget (EXHIBITS 19 and 22) and Quality of Project Personnel (Section 5), MSU has made a strong investment in CIBER. As stated in Section 6a, the federal grant does not exceed 32 percent of the cost in any year during the four-year grant. The match by MSU is more than $2.8 million over the four-year grant and no less than $680,000 annually. ***This includes fantastic support for personnel, facilities, equipment, supplies, and all other strategic resources needed to carry out an ambitious CIBER work agenda.*** MSU's match is allocated via support from three important administrative offices: (1) MSU's Office of the Provost; (2) MSU's Office of the Vice President for Research; and (3) the Dean's Office in the Broad College of Business. This support ensures the "Adequacy of Resources" in conjunction with the CIBER grant for the proposed activities. Strategically, the foundation for this generous MSU support for CIBER programming is rooted in MSU's "world-grant ideals" and being the pioneer land-grant university. MSU has always been very willing to match federal grants.

It is also critical to point out that MSU is a resourceful institution with a robust international infrastructure that supports the activities of CIBER. This includes several National Resource Centers, Language Departments, Office of International Studies & Programs, Area Studies Centers, Study Abroad, and more (see EXHIBITS 10 and 11). MSU offers about 300 language and 800 international courses; has 1,400 faculty engaged in international projects; has 280 international partnerships; has 25 international centers; and is among the top in study abroad (some 3,500 students) and foreign enrollments (some 7,300 students). Also part of the infrastructure is one of the largest library systems, including the Gast Business Library.

7. QUALITY OF THE PROJECT EVALUATION

7 The Quality of the Project Evaluation (Section 7) follows the "Guidance on Developing an Evaluation Plan" in CFDA No. 84.220A (Form Approved: OMB 1840-0616, Pages 57-65, Dated: May 31, 2014).

In Section 1, MSU proposes 10 Project Goal Areas and 61 project groupings (and 229 activities), with each project listed in EXHIBIT 6 using a project code from 1a to 10d. The specific individual(s) responsible and annual timelines for implementation are also included in EXHIBIT 6. In developing MSU's project evaluation, the "Guidance on Developing an Evaluation Plan" from CFDA Number 84.220A has been carefully followed. EXHIBITS 20 and 21, along with this Section 7, are the comprehensive materials to fully understand MSU's evaluation plan of all of the activities in EXHIBIT 6. Of these exhibits, the very detailed **39-page EXHIBIT 20 is the key for MSU's Quality of the Project Evaluation; it specifies details per the new "CIBER Performance Measure Form" (PMF): Project Goal Statements (PMF 1), Performance Measures (PMF 2), and Activities (PMF 3).** EXHIBIT 20 also includes details about how MSU aligns projects with the newly designed **GPRA CIBER Measures 1, 2, and 3** by the U.S. Department of Education, as approved by OMB (see pages 2, 3, and 4 of EXHIBIT 20).

Per the detailed instruction and constraints on page 62 of CFDA No. 84.220A (OMB No. 1840-0616), MSU has only included the information for PMF 1, 2, and 3 in the "CIBER Performance Measure Form" and, as required, excluded PMF columns 4 to 7 (as "IFLE will request fully completed PMFs if the application is recommended for funding"). However, to ensure that PMF 1 to 3 are practical in the context of all of the performance measurements for MSU's proposed CIBER projects (1a to 10d), MSU's CIBER Team worked with measurement

experts/consultants in the proposal development process to make sure that the planned PMF 4 (data/indicators), PMF 5 (frequency), PMF 6 (data source), and PMF 7 (baseline and targets) can be collected and assessed in a reliable and valid manner. In providing this level of analysis, MSU is quantitatively able to connect the 229 activities, some cross-listed when targeting multiple purposes, in the 61 project groupings (1a to 10d) to clear and tangible measures and targets.

An example of how MSU worked through PMF 1 to 7 for one project may be illustrative of the logic applied. Let's focus on MSU's long-standing focus on community colleges, and specifically on the nation-leading and very highly regarded International Business Institute for Community College Faculty (Project 8a). The Project Goal Statement (PMF 1) for 8a is to "increase the number of business faculty at community colleges by 5 percent biennially who are proficient in teaching courses and developing majors in international business." The PMF 2 (Performance Measure) is to "increase by 10 percent the number of faculty from community colleges who attend the International Business Institute for Community College Faculty." The PMF 3 (Activities) includes "organize the IBI and recruit faculty leaders and community college participants to attend the IBI via promotion with partners and at community college events." The PMF 4 (Data/Indicators) is "the number of community college faculty attending the International Business Institute for Community College Faculty." The PMF 5 (Frequency) is "biennial." The PMF 6 (Data Source) is "Center records of attendance." The PMF 7 "Baseline" is 30 participants which results in, with annual increases of 10 percent in attendance as a target goal, T1 being 33, T2 being 36, T3 being 40, and T4 being 44 (with rounding).

In addition to EXHIBIT 20, EXHIBIT 21 is included to illustrate how MSU's Project Goal Areas 1 to 10 (see Section 1 and EXHIBIT 6) connect to the current measures in the IFLE International Resource Information System (IRIS) system. While the U.S. Department of

Education (ED) strongly encourages goal-oriented and customized activity-specific measures such as those in the PMF in EXHIBIT 20, per the CFDA Number 84.220A, ED also uses the IRIS reporting system for CIBERs. As such, EXHIBIT 21 is included to illustrate the connectedness of ED's annual reporting tool to MSU's Project Goal Areas 1 to 10. As changes in IRIS and/or GPRA, along with the newly instituted PMF, are implemented (e.g., to facilitate the "CIBER Performance Measure Form" in IRIS), MSU will adapt and refine its performance assessments.

The CIBER Performance Form (PMF) is the overriding focus of the "Quality of Project Evaluation." At the same time, it is important to note that MSU's assessment plan includes **four** levels: U.S. Department of Education IFLE program (i.e., IRIS), university (MSU), college (Broad College of Business), and CIBER (i.e., PMF). These levels range from macro to micro in scope and use both quantitative and qualitative data for input in a formative and summative manner. Each level of the assessment plan fulfills an important role in goal achievement and strategic orientation. This also includes taking appropriate corrective action when needed.

U.S. Department of Education Evaluation (IRIS). As a CIBER, MSU has embraced the diverse set of performance indicators set forth in 34 CFR 75.118. MSU employs the Government Performance and Results Act of 1993 (GPRA) and the GPRA Modernization Act of 2010 (GPRAMA). Both Acts are intended to improve accountability for the expenditures of public funds, improve congressional decision making, and promote a focus on results, service delivery, and customer satisfaction. To fulfill GPRAMA, MSU reports annually on ED's IRIS system (i.e., International Resource Information System). For the 2014-2018 grant period, MSU's CIBER has also carefully focused on the three new **"GPRA CIBER Measures 1, 2, and 3"** that have been developed by ED and approved by OMB. Refer to pages 2, 3, and 4 in EXHIBIT 20 for the alignment between MSU's proposed activities and GPRA Measures 1 (professional

advancement), 2 (internationalized programs), and 3 (export activities). Also, refer to EXHIBIT 21 on how MSU has aligned the current IRIS indicators with the 10 Project Goal Areas in Section 1.

University-Level Evaluation. MSU President Lou Anna Simon selected "***international***" as the core theme in MSU's evaluation for accreditation by the North Central Association/Higher Learning Commission. "International" permeates MSU's values. President Simon stated that a main goal is "to sustain and expand our leading position in international research, teaching, programs, and engagement." As an integral campus-wide unit, CIBER is part of the university-level performance system on the "international dimension." Overall, MSU uses a 54-page document called *MSU Points of Distinction* (see outreach.msu.edu/documents/pod_2009ed.pdf) for "planning and evaluating quality outreach" such as the CIBER projects. *Tactically* oriented reviews are conducted annually via MSU's Office of the Provost, with in-depth *strategic* reviews being conducted in five-year intervals. During the last university-level review of CIBER, MSU's Vice President for Research commended CIBER for "crafting an excellent example of a strategic plan … the structure of the plan can serve as a model for other centers to follow."

College-Level Evaluation. Given the Broad College's standing as an accredited college by AACSB International, CIBER employs indicators tied directly to the internationalization of business schools. MSU's Broad College of Business has continually selected "international" as one of its core themes for AACSB accreditation purposes. We measure the "international dimension" throughout the college's programs, including CIBER, on an annual basis. For the 2014-2018 grant cycle, we are also fortunate to have enlisted ***Dr. Dan Leclair*** (COO, AACSB International) as an external evaluator/consultant for CIBER. Strong support also exists from the Dean's Office of the Broad College of Business to integrate the international dimension into all levels of teaching, research, and outreach. The College – working with CIBER on reporting

mechanisms – also incorporates "international" into **all** aspects of annual performance reporting regarding teaching, research, and outreach for the Faculty Activity Report.

Center-Level Evaluation (PMF). Given its successful years in operation, MSU's CIBER has a well-developed evaluation system that incorporates all seven of the categories in the newly developed "CIBER Performance Measure Form" (PMF), including (1) project goal statement, (2) performance measures, (3) activities, (4) data/indicators, (5) frequency, (6) data source, and (7) baseline and targets by year. As instructed in CFDA Number 84.220A, the columns for PMF 1, PMF 2, and PMF 3 (project goal statement, performance measures, and activities) for the 2014-2018 grant period are included in EXHIBIT 20. These columns of information (PMF 1, 2, and 3) illustrate the national significance, importance, and magnitude of the proposed activities and capture MSU's overall goals in the 2014-2018 grant cycle.

It is important to note that MSU's Office of International Studies and Programs provides strong support in developing comprehensive project evaluation systems such as what we have included in EXHIBIT 20 (e.g., utilizing evaluation experts to design comprehensive evaluation systems that are unique to specific centers such as CIBER). For any new activity, CIBER adapts and/or develops new performance assessments based on experiences; for existing programs we recurrently collect data and revise the indicators, as needed, based on university, college, Advisory Council, and/or CIBER team members' input. MSU engages in both formative and summative types of evaluations. Formative evaluation takes place on an ongoing basis, while summative evaluations are conducted on an annual basis. Related to CIBER's proposed activities involving participants, we are fortunate to have enlisted ***Dr. Claes Fornell*** (Founder, American Customer Satisfaction Index) as one of our external evaluators/consultants. Dr. Fornell has agreed to consult on and make available his U.S. patented inventory of "customer satisfaction"

measures (U.S. patent 8,666,515 B2). This will standardize satisfaction measurements in all of the CIBER programs that involve participants (e.g., IBI, AIBI, BLI, and IBI On the Road). See www.theacsi.org/customer-satisfaction-benchmarks for the ACSI customer satisfaction scores by industry in the U.S.

Importantly, all aspects of MSU's four-level performance evaluation conform to the federal GPRA requirements. The formative evaluation relies on quantitative (e.g., Likert-type items, participant numbers, percentage changes) and qualitative (e.g., open-ended remarks in evaluation instruments, online comment "boxes") feedback sought regularly from stakeholder groups. Additionally, summative evaluations will be conducted based on the six mandates and competitive priorities. These are conducted by (1) members of the CIBER Advisory Council (see EXHIBIT 1); (2) MSU academics (see EXHIBIT 6); and, importantly, (3) four external reviewers who are authorities in their fields (Claes Fornell, Dan Leclair, Jim Foley, and Therese Fellner).

These four external evaluators/consultants are superb authorities in the fields. In addition to Dr. Dan Leclair (AACSB) and Dr. Claes Fornell (ACSI), who we introduced earlier, ***Mr. Jim Foley*** (Founder of NASBITE's Certified Global Business Professional (CGBP) and Director of the International Trade Center in Peoria, IL) and ***Dr. Therese Fellner*** (VP of the National Association for Community College Entrepreneurship) have been recruited to serve as external evaluators and, as needed continually, performance measure evaluation consultants. Jim Foley will be helpful on all of the proposed Projects 1a to 10d, but specifically on projects related to GPRA CIBER Measure 3 (exporting activities). Therese Fellner, along with Bill Motz (Lansing Community College) will be significant to ensure the national significance and high importance/magnitude for the large portfolio of community college projects. Overall, this team of external evaluators/consultants covers the breadth of MSU's proposed activities.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** OtherAttachment_Exhibits1-21.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Other Narrative Supplemental Materials

1. Eligibility Requirements

Exhibit 1: Advisory Council 2014-2018
Exhibit 2: Governor's Appointee Letter
Exhibit 3: Guiding Principles

MICHIGAN STATE
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Exhibit 1

Advisory Council 2014-2018 EXHIBIT 1

MSU's CIBER Advisory Council was established on February 15, 1989. In accordance with Sec. 612 (d)(3) of the Higher Education Opportunity Act, Part B, the CIBER Advisory Council meets at least once per year. For planning purposes, the complete membership of the MSU-CIBER Advisory Council meets twice annually – in September (to strategize in the month prior to the start of CIBER's fiscal year of October 1) and in March (to take stock of and provide a mid-year evaluation of CIBER programming). Smaller groups of the Advisory Council – task forces and working groups – meet more frequently based on strategic and tactical needs.

The Advisory Council is composed of individuals who have knowledge and skills in international business and trade, and who represent at least one of the membership criteria for an Advisory Council under stipulations in Section 612 (d)(2), Parts A to G, of the Title VI, Part B Higher Education Opportunity Act. Per Section 612 (d)(2), the key "representative" for a category (A to G) is identified by the category letter (i.e., **A**, **B**, **C**, **D**, **E**, **F**, or **G**).

ADVISORY COUNCIL MEMBERS by Sec. 612 (d)(2), parts A to G:

[Sec. 612 (d)(2)(A)] – Administration, Michigan State University

Mr. Mark Burnham, Vice President for Governmental Affairs
Dr. Christine Geith, Assistant Provost and Director of MSU Global (**A**)
Dr. Stephen Hsu, Vice President of Research and Graduate Studies

[Sec. 612 (d)(2)(B)] – Faculty, Broad College of Business

Dr. Ron Cichy, Director and Professor, The School of Hospitality Business
Dr. David Closs, Chair and Professor, Department of Supply Chain Management (**B**)
Dr. David Frayer, Director, Henry Center for Executive Development
Dr. Naveen Khanna, Chair and Professor, Department of Finance
Dr. V. Sambamurthy, Chair and Professor, Department of Accounting and Info Systems
Dr. Dale Wilson, Chair and Professor, Department of Marketing
Dr. Robert Wiseman, Chair and Professor, Department of Management

[Sec. 612 (d)(2)(C)] – Faculty, International Studies and Foreign Languages

Dr. Robert Glew, Director, Center for Advanced Study of International Development (**C**)
Dr. Norm Graham, Director, Center for European, Russian, & Eurasian Studies
Dr. Steve Hanson, Dean and Professor, International Studies and Programs
Dr. Patricia Paulsell, Co-Director Emeritus, Center for Language Education and Research

[Sec. 612 (d)(2)(D)] – Faculty, Professional School or Departments

Dr. Marietta Baba, Professor, Human Resources and Labor Relations (**D**)
(and Dean, College of Social Science; Professor, Anthropology)

Advisory Council 2014-2018 EXHIBIT 1

[Sec. 612 (d)(2)(E)] – Representatives, Local and Regional Businesses

Dr. Doug Barry, Sr. International Trade Specialist, U.S. Department of Commerce
Ms. Sandy Beall, Brand Manager, IBM
Ms. Beth Chappell, CEO & President, Detroit Economic Club
Mr. Jay Craig, Chief Financial Officer, Meritor, Inc.
Mr. Kevin Cramton, Managing Director, RHJ International
Mr. Tim Daman, CEO & President, Lansing Regional Chamber of Commerce
Ms. Michelle DeJonge, Vice President, MD&D Global Supply Chain, Johnson & Johnson
Dr. Shahriar Ghoddousi, CEO, The John Henry Company
Mr. Chuck Hadden, CEO & President, Michigan Manufacturers Association
Mr. William Hamilton, CEO & President, TechSmith
Mr. Gary Hawthorne, Vice President of Finance, Ford Motor Company of Canada
Mr. Chris Holman, CEO, Michigan Business Network
Dr. Victoria E. Jones, Vice President, Management Development, Apollo Group, Inc.
Ms. Kendra Kuo, Director, U.S. Commercial Service – Grand Rapids
Mr. Michael Lawton, CFO & Executive Vice President, Domino's Pizza
Mr. Bruce Leech, Founder & Managing Director, CrossCom International
Ms. Blaire Miller, Chief Financial Officer, URV USA, LLC
Mr. Frank Mortl, President & CEO, Michigan Oil and Gas Association
Mr. Bill Richeson, Sr. Vice President-International, FirstMerit Bank
Mr. Marc Santucci, President, ELM International
Ms. Jean Schtokal, JD, Sr. Partner, Foster, Swift, Collins & Smith, P.C.
Mr. Robert Selig, Executive Director, Capital Region International Airport
Mr. Sten Sjöberg, COO, Demmer Corporation (**E**)
Dr. Marcy Street, CEO, Doctor's Approach Dermatology
Mr. Richard Studley, CEO, Michigan Chamber of Commerce
Mr. Robert L. Trezsie, Jr., CEO & President, Lansing Economic Area Partnership, Inc.
Mr. Gary Yezbick, CEO, Yezbick Consulting LLC

[Sec. 612 (d)(2)(F)] – Representative Appointed by the Governor of the State of Michigan

Ms. Deanna Richeson, Director, Export Strategy, Michigan Economic Developm. Corp. (**F**)

[Sec. 612 (d)(2)(G)] – Other Individuals Deemed Appropriate

Community College

Mr. William Motz, Professor of Business, Lansing Community College (**G**)

MSU's CIBER Administrative Leadership

Dr. Tomas Hult, Director and Principal Investigator
Dr. Irem Kiyak, Associate Director and Fiscal Officer
Dr. Sarah Singer, Assistant Director and Language Coordinator
Dr. Tunga Kiyak, Managing Director and Outreach Coordinator

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Exhibit 2

RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
EXECUTIVE OFFICE
LANSING

BRIAN CALLEY
LT. GOVERNOR

RECEIVED/FILED
MICHIGAN DEPT OF STATE
2014 MAY 21 AM 10:55
OFFICE OF THE GREAT SEAL

May 21, 2014

The Honorable Ruth Johnson
Secretary of State
Office of the Great Seal
Michigan Department of State
Lansing, Michigan 48909

Dear Secretary Johnson:

Please be advised of the following appointment to office:

MSU Ciber Advisory Council

Deanna Richeson of 1330 Hickory Island Drive, Haslett, Michigan 48840, county of Ingham, representing the individual appointed by the Governor, is appointed for a term expiring at the pleasure of the Governor.

Sincerely,

Rick Snyder
Governor

MICHIGAN STATE
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Exhibit 3

Guiding Principles

EXHIBIT 3

1. ***Capitalize on the strengths of Michigan State University.***
   MSU has a distinguished heritage and superb commitment to international activities. MSU President Lou Anna Simon's vision for the university is that of a world-grant university where "global issues – from the prospects of global trade to the blight of global poverty and environmental stress" should guide all our activities. MSU has an international infrastructure that includes some 25 international centers and institutes, a nation-leading study abroad program, a top-ten placement for foreign students, and some 1,400 faculty who conduct research, teach, or provide service in 176 countries.

2. ***Emphasize programs that are sustainable and have maximum reach.***
   Consistent with MSU's mission as the pioneer land-grant university, MSU-CIBER is dedicated to outreach and serving as a resource to local, regional, and national constituents. Developing knowledge and skills among businesspeople, academics, public policy makers, and students is our main focus. More specifically, CIBER has a long-standing successful record of developing programs for community colleges (since 1995) and minority-serving institutions (since 1990), and of establishing business relationships that benefit students in the form of practical experiences, internships, and job placements (since 2006).

3. ***Pursue innovative programs in internationalization.***
   MSU-CIBER has a record of excellence in training managers and equipping U.S. companies with knowledge and skills to compete in the global marketplace (more than 12,000 companies have benefitted since 2006). We strive to be innovative in designing initiatives that fulfill the objectives of the Title VI legislation. These include customized and dynamic knowledge delivered via the Google #1-ranked globalEDGE.msu.edu resource (when searching on "international business resources"), partnerships with businesses on international internships, benchmarking and faculty development for community colleges and minority-serving institutions, and train-the-trainer projects.

4. ***Promote interdisciplinary studies and business languages.***
   Building on the base of MSU and CIBER, efforts will be intensified to ensure that all business students have an opportunity to acquire complementary international knowledge and skills from international and area studies in a strategically beneficial and interdisciplinary way. This includes options in international studies, area studies, business languages, team-teaching by interdisciplinary faculty, study abroad, and international internships.

5. ***Provide opportunities for students to gain international knowledge.***
   In addition to offering curricular initiatives that enable deeper coverage of international issues, MSU has a history of emphasizing international education. A potpourri of these activities includes workshops, seminars, webinars, field studies, practical training, mentoring by executives, and study and internship programs. Given MSU's top-ten ranking in both sending students on study abroad (some 3,500 annually) and receiving foreign students from some 135 countries (some 7,300 annually), per the data from the Institute of International Education ("Open Doors"), increased emphasis will be on providing opportunities to cross-fertilize knowledge and skills among the very "worldly" student body at MSU.

Guiding Principles

EXHIBIT 3

6. ***Assist faculty in connecting teaching, research, and service with an international scope.***
To support the focus on sustainable global value chains, leveraging faculty's international knowledge and skills across their teaching, research, and service will be a driving emphasis. The Broad College of Business has 115 faculty members from 23 countries, 75 whom engage in international teaching, research, and/or service annually. MSU's faculty is #1-ranked in international business research (*International Business Review* 2010), and CIBER will function as a conduit to maintain this research ranking while also providing a mechanism and support to enhance international teaching and international service.

7. ***Make ample use of information technology.***
MSU-CIBER has accumulated considerable experience in utilizing leading-edge technology in serving its constituents. Examples are the top-ranked globalEDGE.msu.edu resource, interactive diagnostic tools, business language learning materials, electronic publishing, and online course modules. These will be significantly enhanced to maintain leadership. Additionally, we will develop Internet radio and podcasts via the "globalEDGE Business Beat" platform; gBB will be available around the world via globalEDGE.msu.edu, Academy of International Business, and partner communities (e.g., Michigan Business Network).

8. ***Supplement Federal funds with substantial matching funds for maximum impact.***
MSU-CIBER has a long-standing tradition of using federal funding for outreach and new innovative projects targeted to individuals and organizations outside the MSU campus. For this grant cycle, on-campus (Provost, VP Research, and Business Dean) and off-campus (State of Michigan) partners have agreed to match federal funds at about a 4-to-1 ratio. MSU and its collaborators value the strategic partnership with the U.S. Department of Education and the Title VI grant program.

9. ***Develop new and self-sustaining activities to international competitiveness.***
A key role fulfilled by MSU-CIBER is to lead in new initiatives, serve as a catalyst in launching them, and then secure their successful "institutionalization." Those activities that eventually gain institutional buy-in and achieve nationwide impact speak to the success of Michigan State University and its CIBER programming. This guiding principle focuses our attention on developing innovative projects that have maximum reach and impact in increasing the nation's international competitiveness and are sustainable beyond the CIBER grant period.

10. ***Collaborate with other leading educational institutions.***
Michigan State University leads and participates in many strategic partnerships that draw on its network of institutional relationships to achieve maximum impact and reach to constituency groups. For example, the Broad College of Business is a strategic partner in the Global Business School Network. Another example is MSU-CIBER's nationwide leadership in developing knowledge and skills among community colleges (e.g., International Business Institute for Community College Faculty) along with our strategic partnerships involving Community Colleges for International Development (CCID) and the American Association of Community Colleges (AACC).

Other Narrative
Supplemental Materials

2. CIBER Assurance Form and Letters of Support

Exhibit 4: CIBER Assurance Form
Exhibit 5: Letters of Support:

(1) Community Colleges for International Development
(2) Lansing Regional Chamber
(3) Michigan Economic Development Corporation
(4) District Export Council
(5) Michigan Manufacturers Association

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Exhibit 4

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;

2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;

3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.

4. The applicant will use the assistance provided under this program to supplement and not supplant activities already being conducted by the applicant.

Maria Skinner
Sponsored Programs Manager
Office of Sponsored Programs
Michigan State University

Name and Title of Authorized Representative

Signature

6/5/14
Date

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Exhibit 5

CCID BOARD COLLEGES:

College of Lake County
Grayslake, Illinois

Davidson County Community College
Lexington, North Carolina

Daytona State College
Daytona Beach, Florida

Delaware Technical & Community College
Dover, Delaware

Eastern Iowa Community College District
Davenport, Iowa

Fox Valley Technical College
Appleton, Wisconsin

Green River Community College
Auburn, Washington

Highline Community College
Des Moines, Washington

Hillsborough Community College
Tampa, Florida

Hinds Community College
Raymond, Mississippi

Howard Community College
Columbia, Maryland

Humber College
Etobicoke, Ontario, Canada

Jikei Group of Colleges
Osaka, Japan

Kirkwood Community College
Cedar Rapids, Iowa

Lillebaelt Academy
Odense, Denmark

Lone Star College System
Houston, Texas

Moraine Valley Community College
Palos Hills, Illinois

Northampton Community College
Bethlehem, Pennsylvania

Northcentral Technical College
Wausau, Wisconsin

Parkland College
Champaign, Illinois

Rancho Santiago Community College District
Santa Ana, California

St. Louis Community College
St. Louis, Missouri

Sinclair Community College
Dayton, Ohio

State Center Community College District
Fresno, California

Tompkins Cortland Community College
Dryden, New York

University of Hawaii Community Colleges
Honolulu, Hawaii

Waukesha County Technical College
Pewaukee, Wisconsin

Community Colleges For International Development, Inc.

An Association for Global Education

October 15, 2013

Dear Dr. Duvall and CIBER Reviewers,

I write to express my strongest support of Michigan State University's grant request to operate a Center for International Business Education and Research for the 2014-2018 grant cycle. My organization, Community Colleges for International Development (CCID), has collaborated with and enjoyed the support of MSU-CIBER for several years.

As a background to CCID, we are a consortium of nearly 150 community colleges across the United States and fifteen other countries committed to expanding local access to global opportunities through relationship building, education, and development. For almost 40 years, CCID has provided an international network for community colleges to further their internationalization initiatives and to enhance the development of a globally competent workforce for the communities they serve. MSU-CIBER is a clear leader community college internationalization and global workforce development, particularly as these issues relate to business education. Their long-running International Business Institute for Community College Faculty is unique in the country and has played a direct role in assisting approximately 500 faculty, including many from our member institutions, to internationalize their program offerings. We at CCID are excited to partnering with MSU-CIBER to develop localized Institutes to offer to our member colleges around the country beginning in 2014.

MSU-CIBER is also a leader in research on community college internationalization. The annual Benchmarking Study on International Business Education at Community Colleges (IBEX) provides valuable, qualitative data on the effective internationalization of business education at the nation's community colleges. Such research has immense value to our member institutions; for that reason, we have begun collaborating with MSU-CIBER on further research in the field.

In short, I'd like to emphasize that MSU-CIBER is a known leader in the internationalization of business education at community colleges and offers a unique collection of programs whose value is immeasurable to the two-year college community. I emphatically recommend that Michigan State University's CIBER grant request be given the most favorable response. If I can provide any additional information or details that would help the review process, I would be happy to do so.

Sincerely,

Dr. Carol Stax Brown
President and Executive Director
Community Colleges for International Development

CCID is an Affiliated Council of AACC
6301 Kirkwood Blvd SW • Cedar Rapids, Iowa, USA 52404
Tel: 319.398.1257 • **Fax:** 319.398.7113 • www.ccid.cc • www.ccidinc.org

LANSING REGIONAL CHAMBER

Dear Dr. Duvall and CIBER Reviewers,

It is my pleasure to write this letter in strong support of Michigan State University's proposal for a grant to continue to operate a Center for International Business Education and Research.

For more than 100 years, the Lansing Regional Chamber of Commerce has been an engine driving economic development in the Lansing region and the leading voice for our diverse business community. Chamber programs include International Business Services, Government Relations and Business Advocacy, Membership Services and Business Education and Networking.

I believe MSU-CIBER's role as a resource to the region's businesses is very critical. Their innovative programs and services are imperative to our region's growth and overall economic health. For example, the business outreach programs MSU-CIBER co-host with our organization provide great venues for our businesses to be connected to the best practices in our region as well as nationally. Similarly, the Global Business Club of Mid-Michigan is an exemplary activity for the region's businesses. Many of our region's companies have benefited greatly from MSU-CIBER's Michigan Export Growth Program and increased their exports tremendously. We have also benefited from MSU-CIBER's input for the Foreign Trade Zone application along with other development efforts with Port Lansing and Capital Region International Airport.

So whether it is offering business outreach programs, developing superb products such as MSU-CIBER's globalEDGE web portal, or simply the sheer power of MSU-CIBER's core competencies to have available when we need them, the Lansing business community is extremely fortunate to have MSU-CIBER as a global economic resource in our region.

On behalf of the Lansing Regional Chamber of Commerce, I encourage you to look most favorably on Michigan State University's CIBER grant application. Please let me know if I can provide any additional information that would be helpful in the review process.

Sincerely,

Tim Daman

Tim Daman
President & CEO

Lansing Regional Chamber of Commerce
500 E. Michigan Ave., Suite 200
Lansing, MI 48912
517.487.6340
www.lansingchamber.org

PURE MICHIGAN®

March 5, 2014

Dear Dr. Duvall and CIBER Reviewers,

As the Director of Export Strategy for the Michigan Economic Development Corporation (MEDC), I am pleased to write this letter of support for Michigan State University's Center for International Business Education and Research (MSU-CIBER)

When the MEDC Export team was created in 2011, MSU-CIBER was one of our first strategic partners - and they provided great counsel. Over the past several years, as our Export program has grown, MSU-CIBER has continued to provide constant support, through development workshops and various research reports.

More importantly, MSU-CIBER has provided tremendous value-add services to our customers (Michigan's small and medium-sized enterprises (SMEs) considering various export markets). Through the nationally-recognized globalEDGE web portal, and the Michigan Export Growth Program (MEGP), as well as other business outreach programs, MSU-CIBER has enabled many SMEs to become globally competent.

MSU-CIBER is an important resource to Michigan's businesses. Its innovative programs and services are crucial to Michigan's export growth and overall economic health. We are extremely fortunate to have a world-leading resource such as MSU-CIBER within driving distance.

On behalf of the MEDC, I strongly encourage you to look favorably on Michigan State University's CIBER grant application. Please let me know if I can provide additional information, which would be helpful in the review process.

Sincerely,

Deanna Richeson

Deanna Richeson
Director, Export Strategy
Michigan Economic Development Corporation
richesond@michigan.org

1200 N. Telegraph Road
Administrative Annex 1
Building 47 West
Pontiac, MI 48341

April 1, 2014

Dear Dr. Duvall and CIBER Reviewers,

It is my great pleasure to write this letter in strong support of Michigan State University's proposal for a grant to continue to operate a Center for International Business Education and Research.

The East Michigan District Export Council (EMDEC) is a volunteer organization of leaders from across Michigan appointed by the U.S. Secretary of Commerce, whose knowledge of international business provides a source of professional advice for local firms. Closely affiliated with the U.S. Commercial Service's Export Assistance Centers, the EMDEC combines the energies of nearly 33 volunteers to supply specialized expertise to small and medium-sized businesses in their local community who are interested in exporting. EMDEC holds seminars that make trade finance both understandable and accessible to small exporters, creates marketing plans for penetrating new markets, , designs breakthrough guides to help firms export, assists in placing exporters on the Internet and builds export assistance partnerships throughout Michigan to strengthen the support given to local businesses interested in exporting. The goal of EMDEC, as it is with the other 59 District Export Councils throughout the United States, is the furtherance of our nation's export efforts directed by the Trade Promotion Coordination Committee (TPCC). EMDEC encourages and supports export expansion activities by counseling and mentoring local businesses, identifying export finance sources, building local export assistance partnerships with other organizations, and promoting international education at the community level.

I believe MSU-CIBER's role as a resource to the region's businesses including ours is very critical. Their innovative programs and services are imperative to our region's growth and overall economic health. For example, the business outreach programs MSU-CIBER co-host with our organization provide great venues for our businesses to be connected to the best practices in our region as well as nationally. Many of our region's companies have benefited greatly from MSU-CIBER's Michigan Export Growth Program and increased their exports tremendously.

So whether it is offering business outreach programs, developing superb products such as MSU-CIBER's world-class globalEDGE web portal, or simply the sheer power of MSU-CIBER's core competencies to have available when we need them, EMDEC is extremely fortunate to have MSU-CIBER as a world-leading resource for immediate use.

MSU-CIBER's critical importance to this region is unmatched in my view. As Michigan restructures to make itself globally competitive, it is essential that we retain the unmatched capabilities of the MSU- CIBER. On behalf of our entire organization, I encourage you to look most favorably on Michigan State University's CIBER grant application. Please let me know if I can provide any additional information that would be helpful in the review process.

Sincerely,

Terrence D. Kalley

Terrence D. Kalley, Chairman
The Eastern Michigan District Export Council

Michigan Manufacturers Association

April 7, 2014

Dear Dr. Duvall and CIBER Reviewers:

It is my great pleasure to write this letter in strong support of Michigan State University's proposal for a grant to continue to operate a Center for International Business Education and Research.

The Michigan Manufacturers Association (MMA) is the state's leading advocate exclusively devoted to promoting and maintaining a business climate favorable to industry. MMA's goal is to make it possible for Michigan manufacturers to successfully compete in the national and international marketplace. Through effective representation of its membership before the legislative, executive and judicial branches of government on issues of importance to the manufacturing community, MMA works to foster a strong and expanding manufacturing base in Michigan. Established in 1902 as a voluntary membership association and incorporated in 1923, MMA represents the interests and needs of nearly 3,000 members, ranging from small manufacturing companies to some of the world's largest corporations. In fact, manufacturers who are members of MMA employ more than 90 percent of Michigan's industrial workforce.

I believe MSU-CIBER's role as a resource to the region's manufacturing industry is very critical. Their innovative programs and services are imperative to our region's growth and overall economic health. For example, many of our region's companies have benefited greatly from MSU-CIBER's Michigan Export Growth Program and increased their exports tremendously. Another often overlooked contribution of MSU-CIBER is its impressive reach into the manufacturing workforce that comes out of our community colleges. By training the community college faculty for infusing global content into their teaching materials, MSU-CIBER carries an imperative role for helping our manufacturing workforce become more globally competitive.

So whether it is offering business outreach programs, developing superb products such as MSU-CIBER's globalEDGE resource, or simply the sheer power of MSU-CIBER's core competencies to have available when we need them, Michigan Manufacturers Association is extremely fortunate to have MSU-CIBER as a world-leading resource within driving distance of our organization.

MSU-CIBER's critical importance to this region is unmatched in my view. On behalf of our entire organization, I encourage you to look most favorably on Michigan State University's CIBER grant application. Please let me know if I can provide any additional information that would be helpful in the review process.

Sincerely,

Chuck Hadden

Charles E. Hadden
President & CEO

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Manufacturing Focused. Member Driven.

MICHIGAN STATE UNIVERSITY | Center for International Business Education & Research (MSU-CIBER)

On the globalEDGE of Business

Other Narrative Supplemental Materials

3. Meeting the Purpose of the Authorizing Statute

Exhibit 6: Program Goal Areas, Projects, and Activities
Exhibit 7: Vision, Guiding Principles, Mission, and Areas
Exhibit 8: Project Alignment: CIBER Purposes and Priorities
Exhibit 9: Multiplicity of Approaches to MSU's Internationalization
Exhibit 10: Sample of MSU's Network of Collaborators
Exhibit 11: MSU Integration of International Centers and Institutes

MICHIGAN STATE
UNIVERSITY

Exhibit 6

Program Goal Areas, Projects, and Activities EXHIBIT 6

EXHIBIT 6 represents the detailed listing of the comprehensive portfolio of projects and activities that MSU has proposed in an effort to address **all** of the authorized activities [HEA Sec. 612(c)(1)] and also **all** of the suggested but not required permissible activities [HEA Sec. 612(c)(2)]. EXHIBIT 6 is an important complement to Section 1. Each Program Goal Area in EXHIBIT 6 specifies the "authorized activity" addressed in HEA Sec. 612(c). MSU is pleased to offer this collection of projects and activities that meet and significantly exceed the needs in HEA Sec. 611 and the purposes in HEA Sec. 612.

The 10 Program Goal Areas are represented by main headings; the projects and activities in the Performance Goal Areas are represented with labelling from 1a to 10d (corresponding the PMF 1 in the "CIBER Performance Measure Form, EXHIBIT 21). The year column represents the implementation timeframe (e.g., "14-18" indicates that the project/activity will be implemented in academic years 2014-2015, 2015-2016, 2016-2017, and 2017-2018). Individuals listed in parentheses after projects/activities are coordinators (see Section 5). To maximize national significance and importance, some activities fill multiple HEA purposes; these are cross-listed in EXHIBITS 6 and 20.

Program Goal Area #1: Interdisciplinary programs which incorporate foreign language and international studies in business and professional curricula. [Sec. 612(c)(1)(A)]	
1a. Curriculum Internationalization (S. Singer, T. Hult)	**YEAR**
▪ Business Japanese with the Asian Studies Center and CLEAR	14-18
▪ Business Chinese Pragmatics project with CLEAR	16-18
▪ Curriculum Development Grant Fund (global.broad.msu.edu/grants/curriculum)	15-18
▪ Online MS in International Business (targeting non-business graduates)	15-18
1b. Interdisciplinary Study Abroad (S. Singer, J. Sims, B. Berquist)	
▪ Multilateral study abroad programs with partner institutions and MSU's Office of Study Abroad	15, 17
▪ Business and Culture in Spain for business and non-business students	15, 17
▪ Business and Culture in India for business and non-business students	16, 18
▪ Business and Culture in Chile and Peru for business and non-business students	18
▪ Business and Culture in Southeast Asia for graduate business students	16, 17
▪ Business and Culture in Sub-Saharan Africa for graduate business students	17, 18
▪ Business and Culture in Southeast Asia for Community College and MSI Faculty	17
▪ Business and Culture in Sub-Saharan Africa for Community College and MSI Faculty	18
1c. International Business Internships (T. Hult, S. Singer, J. Sims, T. Kiyak)	
▪ Strategic partnerships with business and industry associations (e.g., Jackson National Life, Michigan Manufacturers Association) to develop significant additions to international business internships	14-18
▪ Michigan Export Internship Program, partnering with Michigan Economic Dev. Corp. and others	15-18
▪ Colloquium on International Business Internships at the Global Internship Conference in strategic partnership with the GIC organizers, Academic Internship Council, and MSU Office of Study Abroad	15, 17
▪ globalEDGE Internship Directory revision and expansion (globaledge.msu.edu/international-internships)	14-18
▪ Integration of globalEDGE's International Internship Directory with social media capabilities (e.g., LinkedIn, Facebook) to connect students and businesses using their preferred platform	15-18
▪ Capitalizing on partner networks (e.g., Academy of International Business, globalEDGE network, MSU faculty and alumni in 176 countries) to identify, fill, and orchestrate international business internships	15-18
1d. Business Executives-in-Residence (T. Hult)	14-18
1e. International Business Organization (J. Sims)	14-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

Program Goal Area #2: Interdisciplinary programs which provide business and other professional training for foreign language and international studies faculty and degree candidates. [Sec. 612(c)(1)(B)]	
2a. Development of Business Languages (S. Singer, B. Motz)	
▪ Business Japanese with the Asian Studies Center and CLEAR (1a)	14-18
▪ Business Chinese Pragmatics project with CLEAR (1a)	16-18
▪ Community college faculty development grants to enhance business languages	14-18
▪ Minority-serving institution faculty development grants to enhance business languages	14-18
▪ Four-year college and university faculty development grants to enhance business languages	14-18
2b. Resource Center for Business Language Teaching (S. Singer)	
▪ Business Japanese (Nihongo) for language faculty, international studies faculty, and businesspeople	15, 17
▪ Business Korean for language faculty, international studies faculty, and businesspeople	16, 18
2c. Business Language Research Fund (P. Paulsell, S. Singer, I. Kiyak)	
▪ Business language research grants for faculty	14-18
▪ Business language research grants for doctoral students (and advanced master's students)	14-18
2d. Interdisciplinary Faculty and Student Programs (T. Hult, S. Singer, T. Kiyak, J. Sims, R. Bunnell)	
▪ Globalization of community college education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU's College of Education	14-18
▪ Business Language Institute for Community College Faculty, developed in strategic partnership with University of Texas at Austin CIBER and offered in conjunction with the ADVANCED International Business Institute for Community College Faculty for cross-collaboration and infusion of knowledge	16, 18
▪ Center for Anti-Counterfeiting and Product Protection (A-CAPP) with MSU's School of Criminal Justice (a-capp.msu.edu); international business focus on anti-counterfeiting and product protection	14-18
▪ Interdisciplinary Conference on Cybercrime involving industry, law enforcement, and intelligence agencies with MSU's School of Criminal Justice and A-CAPP	15-18
▪ Global Business Club of Mid-Michigan (gbclub.msu.edu)organized with strategic regional partners (e.g., Lansing Regional Chamber of Commerce, Lansing Community College, Foster Swift, U.S. Commercial Service, Michigan Business Network, and MSU's Center for Advanced Study of International Development)	14-18
▪ World Languages Day for community college faculty and students; high school teachers, students, and parents.	14-18
▪ Global Sustainability Center with the Broad College of Business and MSU's College of Engineering, MSU's International Studies and Programs, and strategic industry partners	16-18
▪ Faculty development programs in international business, international studies, and area studies in collaboration with MSU's Office of International Students and Scholars (OISS)	15, 17
▪ Student development programs in international business, international studies, and area studies in collaboration with MSU's Office of International Students and Scholars (OISS)	16, 18
▪ Community College Growth Program (CCGP), feeding off CIBER's Michigan Export Growth Program which offers pro bono services to companies seeking to expand internationally; the CCGP will uniquely capitalize on MSU's knowledge and skills about internationalization and community colleges to offer pro bono services to community colleges on how to internationalize their campuses, programs, and courses	15-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

Program Goal Area #3: Collaborative programs, activities, or research involving institutions, associations, businesses, including outreach activities and consortia. [Sec. 612(c)(1)(B) and Sec. 612(c)(2)(E)]	
3a. Collaborations with NASBITE International (T. Kiyak, J. Sims, S. Singer)	
▪ International business case study competition for students at community colleges and four-year universities to be held at NASBITE International's annual conference	15-18
▪ Support for the Certified Global Business Professional Credential (CGBP); as one of the original supporters, MSU will continue to provide support for the continued development of the CGBP, provide testing sites, and provide preparation training programs	14-18
3b. Global Business Club of Mid-Michigan (gbclub.msu.edu) organized with strategic regional partners (e.g., Lansing Regional Chamber of Commerce, Lansing Community College, Foster Swift, U.S. Commercial Service, Michigan Business Network, and MSU's Center for Advanced Study of International Development) (J. Sims, B. Motz, J. Schtokal)	14-18
3c. Michigan and the World Coalition; annual seminars in strategic partnership with MSU's Center for Advanced Study of International Development, Michigan State Colleagues International, Greater Lansing United Nations Association, International Visitors Council of Detroit, Lansing Regional Sister Cities Commission, Michigan League of Women Voters, Michigan Municipal League, National Wildlife Federation S.E. Michigan, and Returned Peace Corps Volunteers (J. Sims)	14-18
3d. Collaboration with CCID (Community Colleges for International Development, www.ccidinc.org) (S. Singer, T. Hult, T. Kiyak, B. Motz, K. Butler)	
▪ International Business Institute "On the Road" at strategic locations around the nation, in collaboration with CCID; MSU will offer abbreviated versions (1-2 days instead of 5 days) of its nation-leading IBI for Community College Faculty (see 8a) around the country in strategic collaboration with CCID and community college host institutions; annual IBI "On the road" will take place at CCID's Summer Advance meetings as well as quarterly at community college partners, with initial partners including Tulsa Community College (Oklahoma), North Essex Community College (Massachusetts), and Casper Community College (Wyoming)	14-18
▪ Globalization of community college education; white paper series and benchmarking reports in strategic partnership with Community Colleges for International Development (CCID) and MSU's College of Education	14-18
▪ International Business Education Index (IBEX) benchmarking study on international business education at community colleges (annual data collection since 2008)	14-18
3e. Collaborations with Community Colleges, Universities, and Associations (S. Singer, T. Hult, T. Kiyak, I. Kiyak, R. Bunnell, J. Rytlewski)	
▪ International Business Institute for Community College Faculty, led by Michigan State University and co-sponsored by a number of CIBER universities, MSU's Center for Advanced Study of International Development, Lansing Community College, and NASBITE International	15, 17
▪ ADVANCED International Business Institute for Community College Faculty, led by Michigan State University and co-sponsored by MSU's Center for Advanced Study of International Development, Lansing Community College, and NASBITE International	16, 18
▪ Business Language Institute for Community College Faculty, developed in strategic partnership with University of Texas at Austin CIBER and offered in conjunction with the Advanced International Business Institute for Community College Faculty for cross-collaboration and infusion of knowledge	16, 18
▪ CIBERweb.msu.edu site development, upkeep, and management led by Michigan State University and co-sponsored by all CIBER universities as an information source for constituency groups	14-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

▪ Globalizing Minority-Serving Institutions Program, co-sponsored by MSU and several CIBER universities, and led by Georgia State University CIBER; this includes the annual Globalizing Business Faculty Workshops	14-18
▪ Internationalizing Doctoral Education in Business (IDEB) in collaboration with the Academy of International Business (AIB), Sheth Foundation, and other CIBER universities	16, 18
▪ Michigan Community College Association; strategic partner in MCCA's Presidential Leadership on Internationalization Initiative – this includes all 28 community colleges in Michigan	15-18
▪ CIBER Business Language Conference, a collaborative effort of all CIBER universities	14-18
▪ Lansing Economic Club; steering committee leadership on behalf of the Greater Lansing Chamber of Commerce and regional strategic partners (e.g., Lansing Community College)	14-18
▪ Michigan's District Export Councils (DEC); Dr. Tomas Hult serves on the Western Michigan DEC, and Dr. Tunga Kiyak serves on the East Michigan DEC; CIBER is a developer and host of the East Michigan DEC website (www.eastmichigandec.org) and the Western Michigan DEC website (www.exportwestmichigan.com).	14-18
▪ National District Export Council (DEC); MSU's CIBER is part of a CIBER-wide collective effort to collaborate with the National District Export Council (NDEC). This initiative, spearheaded by San Diego State University, partners all CIBERs with NDEC and their Annual DEC Leadership Conference. This will entail opportunities (internships and mentorships) for students to enhance employment prospects.	15-18
▪ Pacific-Asian Consortium for International Business Education and Research (PACIBER, www.paciber.org); elected member and collaborator of PACIBER events, led by University of Hawaii	14-18
▪ Anti-Counterfeiting and Product Protection Program (A-CAPP); strategic collaboration with MSU's School of Criminal Justice (a-capp.msu.edu); international business focus on anti-counterfeiting and product protection; this includes (1) Interdisciplinary Conference on Cybercrime and (2) Risks of Counterfeiting, Brand Protection, and Anti-Counterfeiting Strategies	14-18
▪ Michigan Business Network; strategic partnership to offer an Internet-based radio show – globalEDGE Business Beat – with live streaming and podcasts in all 50 U.S. states (and the world) via partnership vehicles (e.g., Academy of International Business, globalEDGE.msu.edu, District Export Councils)	14-18
▪ Academic Internship Council (AIC); strategic partnership to offer an annual Colloquium on International Business Internships at the Global Internship Conference (also involving MSU's Office of Study Abroad), plus development of overseas linkages with universities for business students and overseas linkages with businesses for business students	14-18
▪ International Business Institute "On the Road" at strategic locations around the nation, in collaboration with CCID; MSU will offer abbreviated versions (1-2 days instead of 5 days) of its nation-leading IBI for Community College Faculty (see 8a) around the country in strategic collaboration with CCID and Community College host institutions; annual IBI "On the road" will take place at CCID's Summer Advance meetings as well as quarterly at Community College partners, with initial partners including Tulsa Community College (Oklahoma), North Essex Community College (Massachusetts), and Casper Community College (Wyoming)	14-18
▪ American Association of Community Colleges Workforce Development Institute; strategic partnership to offer community college programming (e.g., IBI "On the road", IB Institute, ADVANCED IB Institute)	14-18
▪ National Association for Community College Entrepreneurship; strategic partnership to offer community college programming, especially incorporating international entrepreneurship at community colleges	14-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

Program Goal Area #4: Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula. [Sec. 612(c)(1)(E)]	
4a. Teaching Modules (globaledge.msu.edu/tools-and-data/diagnostic-tools) (T. Kiyak)	
▪ CORE: Development of teaching modules for CORE Diagnostic Tool (Company Readiness to Export)	15
▪ Partner: Development of teaching modules for Partner Selection Diagnostic Tool	16
▪ Distributor: Development of teaching modules for International Distributor Diagnostic Tool	17
▪ Freight Forwarder: Development of teaching modules for the Freight Forwarder Diagnostic Tool	18
4b. Online Course Modules (globaledge.msu.edu/reference-desk/online-course-modules) (S. Singer)	
▪ Series on "Doing Business in XYZ Country/Region" (separate modules include: Africa, Brazil, India, China, Japan, Latin America, Russia, South Korea, Southeast Asia, European Union, Middle East)	14
▪ Series on "Culture and International Business" (separate modules include: culture, ethics, international negotiation, world religions)	14
▪ Series on "Exporting"; the exporting series of web-based online and MP3-based course modules is developed and maintained in strategic collaboration with the U.S. Commercial Service (Doug Barry) and the USDoC's publication *A Basic Guide to Exporting* (separate modules include: the world is open for business; developing an export strategy; developing a marketing plan; export advice; methods and channels; finding qualified buyers; using technology licensing and joint ventures; preparing your product for export; export services; international legal considerations; e-exporting tools for small businesses; shipping your product; pricing, quotations, and terms; methods of payment; financing export transactions; business travel abroad; selling overseas and after-sale service; analyzing a company's readiness to export)	15-16
▪ Series on "Entrepreneurship and International Business" (separate modules include: international entrepreneurship, identifying and measuring drivers of global entrepreneurship)	15
▪ Series on "Market Research and Entry" (separate modules include: global market opportunity assessment, internationalization process of the firm)	16
▪ Series on "Functions in International Business" (separate modules include: key industry drivers of globalization, multinational logistics, global marketing, multinational sourcing, organizational structure of multinational corporations)	16
▪ Series on "Legal Aspects and International Business" (separate modules include: legal framework of international business; tariffs, quotas, and non-tariff barriers)	17
▪ Series on international "Agricultural Business" (separate modules include: global agricultural trade; WTO Agreement on Agriculture, AoA; Market access provisions in AoA; export subsidy provisions in AoA; domestic support provisions in AoA)	17
▪ Series on international "Institutions and Trade" (separate modules include: International Monetary System, IMF; regionalization and trade blocs; The North American Free Trade Agreement, NAFTA)	18
▪ Series on "Microfinance" (separate modules include: an introduction to microfinance, microfinance institutions and recent debates)	18
4c. Globalization of Community College Education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU's College of Education (S. Singer, M. Amey, T. Hult)	14-18
4d. Curriculum Development Grant Fund (I. Kiyak)	
▪ Curriculum Development Grant Fund for community college faculty and administrators	15, 17
▪ Curriculum Development Grant Fund for minority-serving institutions faculty and administrators	16, 18
▪ Curriculum Development Grant Fund for university faculty and administrators	17, 18

Program Goal Areas, Projects, and Activities EXHIBIT 6

4e. Dissertation Grants on Community Colleges; funds for use to study internationalization of business programs at community colleges; strategic partnership with Higher, Adult, & Lifelong Learning (HALE) doctoral program in MSU's College of Education (M. Amey, T. Hult)	15-18
4f. Impact of Product Counterfeiting on Global Competitiveness Study; a multi-industry study in collaboration with MSU's School of Criminal Justice and A-CAPP; the lessons will be summarized and disseminated to industry stakeholders (I. Kiyak)	14-18

Program Goal Area #5: Research designed to promote international competitiveness of American business. [Sec. 612(c)(1)(F)]	
5a. CIBER-Led Research on International Competitiveness (T. Hult, T. Kiyak, I. Kiyak, B. Motz)	
▪ Annual survey of global competitiveness of Michigan companies with the Michigan Economic Development Corporation and the Michigan Chamber of Commerce	14-18
▪ International Business Education Index (IBEX-CC), benchmarking study on international business education at community colleges (annual data collection since 2008)	14-18
▪ International Business Education Index (IBEX-MSI), benchmarking study on international business education at minority-serving institutions (annual data collection proposed to start 2015)	15-18
▪ Impact of Product Counterfeiting on Global Competitiveness Study; a multi-industry study in collaboration with MSU's School of Criminal Justice and A-CAPP; the lessons will be summarized and disseminated to industry stakeholders	15
▪ Research Summit of Auto Industry Leaders; knowledge sharing and dissemination in qualitative research format on auto-part counterfeiting to define an evidence-based research agenda; in strategic collaboration with MSU's School of Criminal Justice and A-CAPP	16
5b. Partnerships for Research on International Competitiveness (T. Hult)	
▪ Global Strategic Value Chains Institute; this research institute links business professionals and academic researchers interested in achieving international competitiveness on strategic value chains; closely connected to MSU's #1 ranking in Supply Chain Management (*U.S. News & World Report*)	15-18
▪ International Business Science Institute; this research institute links business professionals and academic researchers interested in jointly advancing knowledge development and knowledge deployment on international business, trade, and competitiveness; in proposed strategic collaboration with the Academy of International Business and the Sheth Foundation	16-18
▪ Global Research Centers (***new***); CIBER is proposing to establish GRCs jointly with the Broad College of Business in three new locations in the 2014-2018 grant period, including Europe (with Leeds University and Uppsala University) and in India (with S.P. Jain and Indian Institute of Management-Bangalore); research activities associated with these new GRCs will be supported in 2016 and 2018	16, 18
▪ Global Research Centers (***existing***); CIBER has established GRCs jointly with the Broad College of Business in Europe (with Copenhagen Business School and Erasmus University), Asia and Middle East (Koç University and Peking University), and Latin America (with Fundação Getulio Vargas); research activities associated with these existing GRCs will be supported in 2015 and 2017	15, 17

Program Goal Areas, Projects, and Activities

EXHIBIT 6

5c. Faculty and Doctoral Student Research (global.broad.msu.edu/grants/research) (T. Hult)	
▪ Interdisciplinary *faculty* research; the area of focus is dependent on faculty interests; CIBER will promote and support a focus on topics relevant to the "International Competitiveness" of U.S. businesses and firms (but will dedicate funds for research on interdisciplinary research on global strategic value chains)	14-18
▪ Interdisciplinary *doctoral student* research; the area of focus is dependent on doctoral student interests; CIBER will promote and support a focus on topics relevant to the "International Competitiveness" of U.S. businesses and firms (but will dedicate funds for research on interdisciplinary research on global strategic value chains)	14-18
▪ *Faculty* research on business functions; the area of focus is dependent on faculty interests, national significance, and magnitude; CIBER will promote and support a focus on functional business topics relevant to the "International Competitiveness" of U.S. businesses and firms	14-18
▪ *Doctoral student* research on business functions; the area of focus is dependent on faculty interests, national significance, and magnitude; CIBER will promote and support a focus on functional business topics relevant to the "International Competitiveness" of U.S. businesses and firms	14-18
5d. Online Diagnostic Tools (globaledge.msu.edu/tools-and-data/diagnostic-tools) (T. Kiyak)	
▪ CORE: New benchmarking research, online software refinement, and maintenance for the CORE Diagnostic Tool (Company Readiness to Export)	14-18
▪ Partner: New benchmarking research, online software refinement, and maintenance for Partner Selection Diagnostic Tool	14-18
▪ Distributor: New benchmarking research, online software refinement, and maintenance for the International Distributor Diagnostic Tool	14-18
▪ Freight Forwarder: New benchmarking research, online software refinement, and maintenance for the Freight Forwarder Diagnostic Tool	14-18
5e. Dissertation Grants on Community Colleges; funds for use to study internationalization of business programs at community colleges; strategic partnership with Higher, Adult & Lifelong Learning (HALE) doctoral program in MSU's College of Education (M. Amey, T. Hult)	15-18
5f. Globalization of Community College Education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU's College of Education (S. Singer, M. Amey, T. Hult)	14-18
5g. CIBER/Byington International Marketing Speaker Series; jointly supported by CIBER and the Byington Endowment for Global Marketing, this speaker series brings in world-renowned researchers to present their research and engage with faculty and doctoral students (T. Hult)	14-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

Program Goal Area #6: Programs available to members of the business community and other professionals designed to develop or enhance their international skills, awareness, and expertise. [Sec. 612(c)(1)(C)]	
6a. globalEDGE (globaledge.msu.edu); CIBER funding has been used to continually develop and maintain globalEDGE as a free online resource providing knowledge development, knowledge deployment, and cultural competitiveness ("Your Source for Global Business Knowledge"); since 2004, Google has ranked globalEDGE #1 when searching on "international business resources" – some 6 million page views per month (T. Kiyak, T. Hult, S. Singer, J. Rytlewski, J. Ostrander)	14-18
6b. Online Master's Certificates and Business Training (T. Hult)	
▪ Master's Certificate in Strategic Global Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online "Master's Certificate" composed of a four-course sequence with required courses (Global Supply Chain Management, Global Business Strategy, and Cross Cultural Management) and one elective strategy course	14-18
▪ Master's Certificate in Global Supply Chain Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online "Master's Certificate" composed of a three-course sequence with required courses (Supply Chain Management I, Supply Chain Management II, and Global Supply Chain Management)	14-18
▪ Training on Global Supply Chain Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Hult, Closs, and Frayer book titled *Global Supply Chain Management*, McGraw-Hill, 2014)	14-18
▪ Training on Global Business Strategy; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Yip and Hult book titled *Total Global Strategy*, Prentice Pearson Hall, 2012)	14-18
▪ Training on Cross Cultural Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Spony Profiling Model)	15-18
▪ Training on International Business; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Hill and Hult book titled *Global Business Today*, McGraw Hill, 2016)	16-18
6c. Global Business Club of Mid-Michigan (gbclub.msu.edu) organized with strategic regional partners (e.g., Lansing Regional Chamber of Commerce, Lansing Community College, Foster Swift, U.S. Commercial Service, Michigan Business Network, and MSU's Center for Advanced Study of International Development) (J. Sims, B. Motz, J. Schtokal)	14-18
6d. International Trade Center of Mid-Michigan housed at the CIBER offices on behalf of the mid-Michigan community; strategic collaboration with the Lansing Economic Area Partnership (LEAP), Lansing Regional Chamber of Commerce, Michigan Manufacturers Association (MMA), Michigan Economic Development Corporation (MEDC), Port Lansing, and Lansing Capital Region International Airport (J. Sims)	14-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

6e. Export Education for Businesspeople and Other Professionals (J. Sims, T. Kiyak)	14-18
▪ NASBITE's CGBP preparation workshops (Certified Global Business Professional Credential)	14-18
▪ globalEDGE tools training (Diagnostic Tools, described in 5a)	16, 18
▪ A Basic Guide to Exporting ("Exporting 101"), in strategic collaboration with the U.S. Commercial Service (Doug Barry) and the USDoC's publication *A Basic Guide to Exporting*	15, 17
▪ Exporting and Global Marketing, one of four core components of NASBITE's CGBP	14-18
▪ Exporting and Global Business Management, one of four core components of NASBITE's CGBP	14-18
▪ Exporting and Trade Finance, one of four core components of NASBITE's CGBP	14-18
▪ Exporting and Logistics/Global Supply Chain, one of four core components of NASBITE's CGBP	14-18
▪ Exporting and Economic Development, offered primarily to Economic Development (ED) professionals in Michigan and the U.S. Midwest Region	14-18
6f. Business Executives-in-Residence (T. Hult)	14-18
6g. Michigan Export Growth Program (global.broad.msu.edu/megp); pro bono program which facilitates about 100 small- and medium-sized Michigan companies going international annually (J. Sims)	14-18
6h. Michigan Export Internship Program with Michigan Economic Dev. Corp and others (J. Sims)	15-18
6i. Internationalizing Executive Development (T. Hult, T. Kiyak, J. Sims, S. Singer, C. Ryu)	14-18
▪ Business Japanese (Nihongo) for language faculty, international studies faculty, and businesspeople	15, 17
▪ Business Korean for language faculty, international studies faculty, and businesspeople	16, 18
▪ Center for Anti-Counterfeiting and Product Protection Program (A-CAPP) with MSU's School of Criminal Justice (a-capp.msu.edu); international business focus on anti-counterfeiting and product protection	14-18
▪ globalEDGE tools training (Diagnostic Tools, described in 5a)	16, 18
▪ Master's Certificate in Strategic Global Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online "Master's Certificate" composed of a four-course sequence with required courses (Global Supply Chain Management, Global Business Strategy, and Cross Cultural Management) and one elective strategy course	14-18
▪ Master's Certificate in Global Supply Chain Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online "Master's Certificate" composed of a three-course sequence with required courses (Supply Chain Management I, Supply Chain Management II, and Global Supply Chain Management)	14-18
▪ Training on Global Supply Chain Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Hult, Closs, and Frayer book titled *Global Supply Chain Management*, McGraw-Hill, 2014)	14-18
▪ Training on Global Business Strategy; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Yip and Hult book titled *Total Global Strategy*, Prentice Pearson Hall, 2012)	14-18
▪ Training on Cross Cultural Management; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Spony Profiling Model)	15-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

▪ Training on International Business; in partnership with the Broad College of Business and Bisk University Alliance, this is a fully online eight-week executive training course composed of 16 hours of HD video lectures, interactive exercises, and learning components (based on the Hill and Hult book titled *Global Business Today*, McGraw Hill, 2016)	16-18
▪ NASBITE's CGBP preparation workshops (Certified Global Business Professional Credential)	14-18
▪ A Basic Guide to Exporting ("Exporting 101"), in strategic collaboration with the U.S. Department of Commerce (Doug Barry) and the USDoC's publication *A Basic Guide to Exporting*	15, 17
▪ Exporting and Global Marketing, one of four core components of NASBITE's CGBP	14-18
▪ Exporting and Global Business Management, one of four core components of NASBITE's CGBP	14-18
▪ Exporting and Trade Finance, one of four core components of NASBITE's CGBP	14-18
▪ Exporting and Logistics/Global Supply Chain, one of four core components of NASBITE's CGBP	14-18
▪ Exporting and Economic Development, offered primarily to Economic Development (ED) professionals in Michigan and the U.S. Midwest Region	14-18
6j. Global Sustainability Center with the Broad College of Business and MSU's College of Engineering, MSU's International Studies and Programs, and strategic industry partners (T. Hult)	16-18
6k. Center for Anti-Counterfeiting and Product Protection (A-CAPP); strategic collaboration with MSU's School of Criminal Justice (a-capp.msu.edu); international business focus on anti-counterfeiting and product protection; this includes annual conferences on (1) Interdisciplinary Conference on Cybercrime and (2) Risks of Counterfeiting, Brand Protection, and Anti-Counterfeiting Strategies (I. Kiyak)	14-18

Program Goal Area #7: Faculty development programs. [Sec. 612(c)(1)(A), Sec. 612(c)(1)(B), and Sec. 612(c)(2)(G)]	
7a. Faculty Development in International Business (FDIB) Programs (T. Hult, S. Singer, R. Bunnell)	
▪ Southeast Asia – FDIB study abroad programs for community college faculty	16
▪ Sub-Saharan Africa – FDIB study abroad programs for community college faculty	18
▪ Applied International Economics Seminar Series; strategic partnership with MSU's College of Social Science and MSU's Department of Economics	14-18
▪ International Business Institute for Community College Faculty, led by Michigan State University and co-sponsored by a number of CIBER universities, MSU's Center for Advanced Study of International Development, Lansing Community College, and NASBITE International	15, 17
▪ ADVANCED International Business Institute for Community College Faculty, led by Michigan State University and co-sponsored by MSU's Center for Advanced Study of International Development, Lansing Community College, and NASBITE International	16, 18
▪ Business Language Institute for Community College Faculty, developed in strategic partnership with University of Texas at Austin CIBER and offered in conjunction with the ADVANCED International Business Institute for Community College Faculty for cross-collaboration and infusion of knowledge	16, 18
▪ Globalizing Minority Serving Institutions Program, co-sponsored by MSU and several CIBER universities, and led by Georgia State University CIBER; this includes the Annual Globalizing Business Faculty Workshops	14-18
▪ CIBER Business Language Conference, a collaborative effort of all CIBER universities	14-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

▪ International Business Institute "On the Road" at strategic locations around the nation, in collaboration with CCID; MSU will offer abbreviated versions (1-2 days instead of 5 days) of its nation-leading IBI for Community College Faculty (see 8a) around the country in strategic collaboration with CCID and Community College host institutions; annual IBI "On the road" will take place at CCID's Summer Advance meetings as well as quarterly at Community College partners, with initial partners including Tulsa Community College (Oklahoma), North Essex Community College (Massachusetts), and Casper Community College (Wyoming)	14-18
▪ Michigan Community College Association; strategic partner in MCCA's Presidential Leadership on Internationalization Initiative – this includes all 28 community colleges in Michigan	15-18
7b. Faculty Development Grants (global.broad.msu.edu/grants/professional) (T. Hult)	
▪ Professional development grants for all non-MSU faculty	14-18
▪ Professional development grants earmarked for faculty at community colleges	15-18
▪ Professional development grants earmarked for faculty at minority-serving institutions	16, 18
▪ Professional development grants for MSU faculty (matching funds only)	14-18

Program Goal Area #8: Outreach activities or consortia to provide expertise regarding research, curriculum development, faculty development, and exchange programs. [Sec. 612(c)(2)(E)]	
8a. International Business Institute for Community College Faculty, led by Michigan State University and co-sponsored by a number of CIBER universities, MSU's Center for Advanced Study of International Development, Lansing Community College, and NASBITE International (T. Hult, S. Singer, R. Bunnell, B. Motz)	15, 17
8b. ADVANCED International Business Institute for Community College Faculty, led by Michigan State University and co-sponsored by MSU's Center for Advanced Study of International Development, Lansing Community College, and NASBITE International (T. Hult, S. Singer, R. Bunnell, B. Motz)	16, 18
8c. Business Language Institute for Community College Faculty, developed in strategic partnership with University of Texas at Austin CIBER and offered in conjunction with the ADVANCED International Business Institute for Community College Faculty for cross-collaboration and infusion of knowledge (T. Hult, S. Singer, R. Bunnell)	16, 18
8d. Globalizing Minority-Serving Institutions Program, co-sponsored by MSU and several CIBER universities, and led by Georgia State University CIBER; this includes the Annual Globalizing Business Faculty Workshops (T. Hult, S. Singer)	14-18
8e. Internationalizing Doctoral Education in Business (IDEB) with Academy of International Business (AIB) and other CIBER universities (T. Hult, S. Singer, I. Kiyak, R. Bunnell)	16, 18
8f. Faculty Development Grants (global.broad.msu.edu/grants/professional) (T. Hult)	
▪ Professional development grants for all non-MSU faculty	14-18
▪ Professional development grants earmarked for faculty at community colleges	15-18
▪ Professional development grants earmarked for faculty at minority-serving institutions	16, 18
▪ Professional development grants for MSU faculty (matching funds only)	14-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

8g. Michigan Business Network; strategic partnership to offer an Internet-based radio show – globalEDGE Business Beat – with live streaming and podcasts in all 50 U.S. states (and the world) via partnership vehicles (e.g., Academy of International Business, globalEDGE.msu.edu, District Export Councils) (T. Hult)	14-18
8h. International Business Case Study Competition for students at community colleges and four-year universities to be held at NASBITE International's annual conference (T. Hult, S. Singer)	15-18
8i. Community College Growth Program (CCGP), feeding off CIBER's Michigan Export Growth Program which offers pro bono services to companies seeking to expand internationally, the CCGP will uniquely capitalize on MSU's knowledge and skills about internationalization and community colleges to offer pro bono services to community colleges on how to internationalize their campuses, programs, and courses (M. Amey, T. Hult)	15-18
8j. International Business Institute "On the Road" at strategic locations around the nation , in collaboration with CCID; MSU will offer abbreviated versions (1-2 days instead of 5 days) of its nation-leading IBI for Community College Faculty (see 8a) around the country in strategic collaboration with CCID and Community College host institutions; annual IBI "On the road" will take place at CCID's Summer Advance meetings as well as quarterly at Community College partners, with initial partners including Tulsa Community College (Oklahoma), North Essex Community College (Massachusetts), and Casper Community College (Wyoming) (T. Hult, T. Kiyak, S. Singer)	14-18
8k. Michigan Community College Association; strategic partner in MCCA's Presidential Leadership on Internationalization Initiative – this includes all 28 community colleges in Michigan (T. Hult)	15-18
8l. Faculty Development in International Business Study Abroad Programs for community college faculty (T. Hult, S. Singer, R. Bunnell)	
▪ Southeast Asia – FDIB study abroad programs for community college faculty	16
▪ Sub-Saharan Africa – FDIB study abroad programs for community college faculty	18

Program Goal Area #9: Programs on and using technology-related disciplines for development and dissemination of teaching and resource materials. [Sec. 612(c)(2)(F)]	
9a. Dissemination via Technology-Related Disciplines (T. Kiyak, S. Singer, T. Hult, J. Ostrander)	
▪ globalEDGE (globaledge.msu.edu); CIBER funding has been used to continually develop globalEDGE as a free online resource, providing knowledge development, knowledge deployment, and cultural competitiveness ("Your Source for Global Business Knowledge"); since 2004, Google has ranked globalEDGE #1 when searching on "international business resources" – some 6 million page views/month. Main globalEDGE Menu Sections are: ▪ globalEDGE Global Insights (globaledge.msu.edu/global-insights) ▪ globalEDGE Reference Desk (globaledge.msu.edu/reference-desk) ▪ globalEDGE Tools and Data (globaledge.msu.edu/tools-and-data) ▪ globalEDGE Get Connected (globaledge.msu.edu/get-connected) ▪ globalEDGE Academy (globaledge.msu.edu/academy)	14-18
▪ Real-time knowledge, data, and resource dissemination to the Academy of International Business website, "Powered by globalEDGE" (globalEDGE.msu.edu)	14-18
▪ Real-time knowledge, data, and resource dissemination to the American Marketing Association website, "Powered by globalEDGE" (globalEDGE.msu.edu)	14-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

▪ Real-time knowledge, data, and resource dissemination to the West Michigan District Export Council website, "Powered by globalEDGE" (globalEDGE.msu.edu)	14-18
▪ Real-time knowledge, data, and resource dissemination to the East Michigan District Export Council website, "Powered by globalEDGE" (globalEDGE.msu.edu)	14-18
▪ Real-time knowledge, data, and resource dissemination to the Broad College of Business Global Initiatives website, "Powered by globalEDGE" (globalEDGE.msu.edu)	14-18
▪ Real-time knowledge, data, and resource dissemination to McGraw Hill Education, "Powered by globalEDGE" (globalEDGE.msu.edu)	16-18
▪ Global Business Club of Mid-Michigan (gbclub.msu.edu), organized with strategic regional partners (e.g., Lansing Regional Chamber of Commerce, Lansing Community College, Foster Swift, U.S. Commercial Service, Michigan Business Network, and MSU's Center for Advanced Study of International Development)	14-18
▪ CIBERweb.msu.edu site development, upkeep, and management led by Michigan State University and co-sponsored by all CIBER universities as an information source for constituency groups	14-18
▪ MSU Broad College of Business's Global Initiatives website; development and maintenance led by MSU's CIBER (http://global.broad.msu.edu)	14-18
9b. Dissemination of Publications (A. Hoekman, R. Bunnell)	
▪ *Global Supply Chain Management: Leveraging Processes, Measurement, and Tools for Strategic Corporate Advantage* (2014), authored by Tomas Hult, David Closs, and David Frayer (Michigan State University) (McGraw Hill Professional)	14-18
▪ *Total Global Strategy* (2012), authored by George Yip (CEIBS-China) and Tomas Hult (Michigan State University) (Pearson Prentice Hall)	14
▪ *A Basic Guide to Exporting*, 10th Edition (2008), edited by Doug Barry (U.S. Commercial Service)	14
▪ *A Basic Guide to Exporting*, 11th Edition (2015), edited by Doug Barry (U.S. Commercial Service)	15-18
▪ *U.S. Free Trade Agreements: 20 Ways to Grow Your Business* (2013), edited by Doug Barry (U.S. Commercial Service)	14-16
▪ *Exporters! The Wit and Wisdom of Small Businesspeople Who Sell Globally* (2013), edited by Doug Barry (U.S. Commercial Service)	14-16
▪ *Global Business Today*, 9th Edition (2016), authored by Charles Hill (University of Washington) and Tomas Hult (Michigan State University) (McGraw Hill Education)	16
▪ *International Business*, 11th Edition (2017), authored by Charles Hill (University of Washington) and Tomas Hult (Michigan State University) (McGraw Hill Education)	17
9c. CIBER Publications Program (T. Hult, S. Singer, A. Hoekman, R. Bunnell)	
▪ MSU-CIBER Annual Report	14-18
▪ MSU-CIBER Newsletter (6 issues/year)	14-18
▪ globalEDGE™ Business Review (volumes 8-12)	14-18
▪ CIBERweb Newsletter (12 issues/year)	14-18
▪ Directory of MSU Faculty with International Expertise	14-18
▪ Market Potential Index (MPI)	14-18
▪ International Business Education Index (IBEX-CC), benchmarking study on international business education at community colleges (annual data collection since 2008)	14-18
▪ International Business Education Index (IBEX-MSI), benchmarking study on international business education at minority-serving institutions (annual data collection proposed to start 2015)	15-18

Program Goal Areas, Projects, and Activities EXHIBIT 6

▪ Globalization of community college education; white paper series, industry reports, and annual benchmarking in strategic partnership with Community Colleges for International Development (CCID) and MSU's College of Education	14-18
9d. Social Media Communities (T. Kiyak, J. Rytlewski, J. Sims)	
▪ Social media for the Global Business Club of Mid-Michigan	14-18
▪ Social media for globalEDGE	14-18
▪ Social media for CIBERweb	14-18
▪ Social media for MSU's CIBER programs	14-18
9e. Michigan Business Network; strategic partnership to offer an Internet-based radio show – globalEDGE Business Beat – with live streaming and podcasts in all 50 U.S. states (and the world) via partnership vehicles (e.g., Academy of International Business, globalEDGE.msu.edu, District Export Councils) (T. Hult)	14-18

Program Goal Area #10: Development of opportunities for business students to study abroad. [Sec. 612(c)(2)(A,B,C,D)]	
10a. International Business Internships (T. Hult, S. Singer, J. Sims, T. Kiyak)	
▪ Strategic partnerships with business and industry associations (e.g., Jackson National Life, Michigan Manufacturers Association) to develop significant additions to international business internships	14-18
▪ Michigan Export Internship Program, partnering with Michigan Economic Dev. Corp. and others	15-18
▪ Colloquium on International Business Internships at the Global Internship Conference in strategic partnership with the GIC organizers, Academic Internship Council, and MSU Office of Study Abroad	15, 17
▪ globalEDGE Internship Directory, upkeep, and expansion (globaledge.msu.edu/international-internships)	14-18
▪ Integration of globalEDGE's International Internship Directory with social media capabilities (e.g., LinkedIn, Facebook) to connect students and businesses using their preferred platform	15-18
▪ Capitalizing on partner networks (e.g., Academy of International Business, globalEDGE network, MSU faculty and alumni in 176 countries) to identify, fill, and orchestrate international business internships	15-18
10b. International Linkages with Universities (T. Hult, J. Sims, S. Singer)	
▪ Serve as the administrative unit of the some 65 existing international linkages of MSU's Broad College of Business, among MSU's approximately 280 partnerships with international institutions (see isp.msu.edu)	14-18
▪ Establish a new international linkage with Leeds University, United Kingdom; MSU's Broad College of Business is evaluating strategic engagement with the Leeds Business School; CIBER would serve as the administrative unit for such partnership	14-18
▪ Establish a new international linkage with Uppsala University, Sweden; MSU's Broad College of Business is evaluating strategic engagement with Uppsala University's Department of Business Studies; CIBER would serve as the administrative unit for such partnership	15-18
▪ Establish a new international linkage with S.P. Jain, India; MSU's Broad College of Business is evaluating to strategic engagement with the S.P. Jain Institute of Management & Research; CIBER would serve as the administrative unit for such partnership	15-18
▪ Establish a new international linkage with the Indian Institute of Management-Bangalore, India; MSU's Broad College of Business is evaluating to strategic engagement with IIM-Bangalore; CIBER would serve as the administrative unit for such partnership	17-18

Program Goal Areas, Projects, and Activities

EXHIBIT 6

▪ Global Business School Network (GBSN, www.gbsnonline.org), focusing on "global responsibility and collaboration" among member schools; CIBER is the administrative unit facilitating the relation of MSU's Broad College of Business and GBSN members (67 business schools spanning 29 countries and 6 continents)	14-18
10c. Institutes That Facilitate Faculty Internship Programs (T. Hult, S. Singer, R. Bunnell, B. Motz)	
▪ International Business Institute for Community College Faculty, led by Michigan State University and co-sponsored by a number of CIBER universities, MSU's Center for Advanced Study of International Development, Lansing Community College, and NASBITE International	15, 17
▪ Advanced International Business Institute for Community College Faculty, led by Michigan State University and co-sponsored by MSU's Center for Advanced Study of International Development, Lansing Community College, and NASBITE International	16, 18
▪ Business Language Institute for Community College Faculty, developed in strategic partnership with University of Texas at Austin CIBER and offered in conjunction with the ADVANCED International Business Institute for Community College Faculty for cross-collaboration and infusion of knowledge	16, 18
10d. Study Abroad Opportunities (S. Singer, J. Sims)	
▪ Serve as the administrative unit of the approximately 50 existing business study abroad and exchange programs, out of the approximately 280 study abroad programs MSU offers in more than 60 countries on all 7 continents (even Antarctica!)	14-18
▪ Establish new program – Business and Culture in Spain for business and non-business students	15, 17
▪ Establish new program – Business and Culture in India for business and non-business students	16, 18
▪ Establish new program – Business and Culture in Chile and Peru for business and non-business students	18
▪ Establish new program – Business and Culture in Southeast Asia for graduate business students	16, 17
▪ Establish new program – Business and Culture in Sub-Saharan Africa for graduate business students	17, 18

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Exhibit 7

Vision, Guiding Principles, Mission, & Areas

EXHIBIT 7

Vision

MSU's CIBER vision is to be the world-leader in providing useful knowledge and skills on international business and trade

Guiding Principles

Capitalize on the strengths of Michigan State University.
Emphasize programs that are sustainable and have maximum impact.
Pursue innovative programs in internationalization.
Promote interdisciplinary studies and business languages.
Provide opportunities for students to gain international knowledge.
Assist faculty in connecting teaching, research, and service with an international scope.
Make ample use of information technology.
Supplement Federal funds with substantial matching funds for maximum impact.
Develop new and self-sustaining activities on international competitiveness.
Collaborate with other leading educational institutions.

Mission

MSU's CIBER mission is to leverage our leading-edge knowledge and skills to provide superior education, research, and assistance to businesses, multiplier groups, faculty, and students on issues of national significance for international competitiveness.

Area 1 **Knowledge Development**	**Area 2** **Knowledge Deployment**	**Area 3** **Cultural Competitiveness**
Project Goal Areas 4 and 5	***Project Goal Areas 1, 2, 7 & 8***	***Project Goal Areas 3, 6, 9 &10***

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Exhibit 8

Project Alignment

EXHIBIT 8

CIBER Purposes and Priorities

Project Goal Areas (See Section 1 and Exhibit 6 for details on Projects 1a to 10d; Note: ✓ = proposed activities)	Purpose 1: National Resource for Teaching	Purpose 2: Instruction in Critical Foreign Languages and International Fields	Purpose 3: Research and Training in International Commerce	Purpose 4: Training to Students	Purpose 5: Regional Resource to Businesses	Purpose 6: Resource to Regional Faculty, Students, and Institutions	Competitive Priority 1: Business & Professional Association Collaboration	Competitive Priority 2: Community College & MSI Collaboration	Invitational Priority 1: Language Instruction & Performance Testing	Invitational Priority 2: Sub-Saharan Africa, South Asia & Southeast Asia
1. Interdisciplinary programs for business and professional curricula	✓	✓		✓	✓		✓	✓	✓	✓
2. Interdisciplinary programs for language and international studies	✓	✓	✓	✓	✓	✓		✓	✓	
3. Collaboration with institutions, associations, and businesses	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4. Research to promote integrated curricula	✓		✓	✓		✓		✓		✓
5. Research to promote international competitiveness	✓		✓	✓	✓	✓	✓	✓		✓
6. Programs to develop expertise of the business community and other professionals		✓	✓	✓	✓	✓	✓		✓	✓
7. Faculty development programs	✓	✓				✓		✓	✓	✓
8. Academic outreach	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Using technology for knowledge sharing	✓	✓	✓	✓	✓	✓	✓	✓		✓
10. Development of study abroad and international linkages	✓	✓		✓	✓	✓	✓	✓	✓	✓

Note: Purposes 1, 2, & 3 relate to HEA Sec. 612(a)(2)(A,B,C) and Purposes 4, 5, & 6 relate to Sec. 612(a)(3). Priorities are for CFDA No. 84.220A in 2014.

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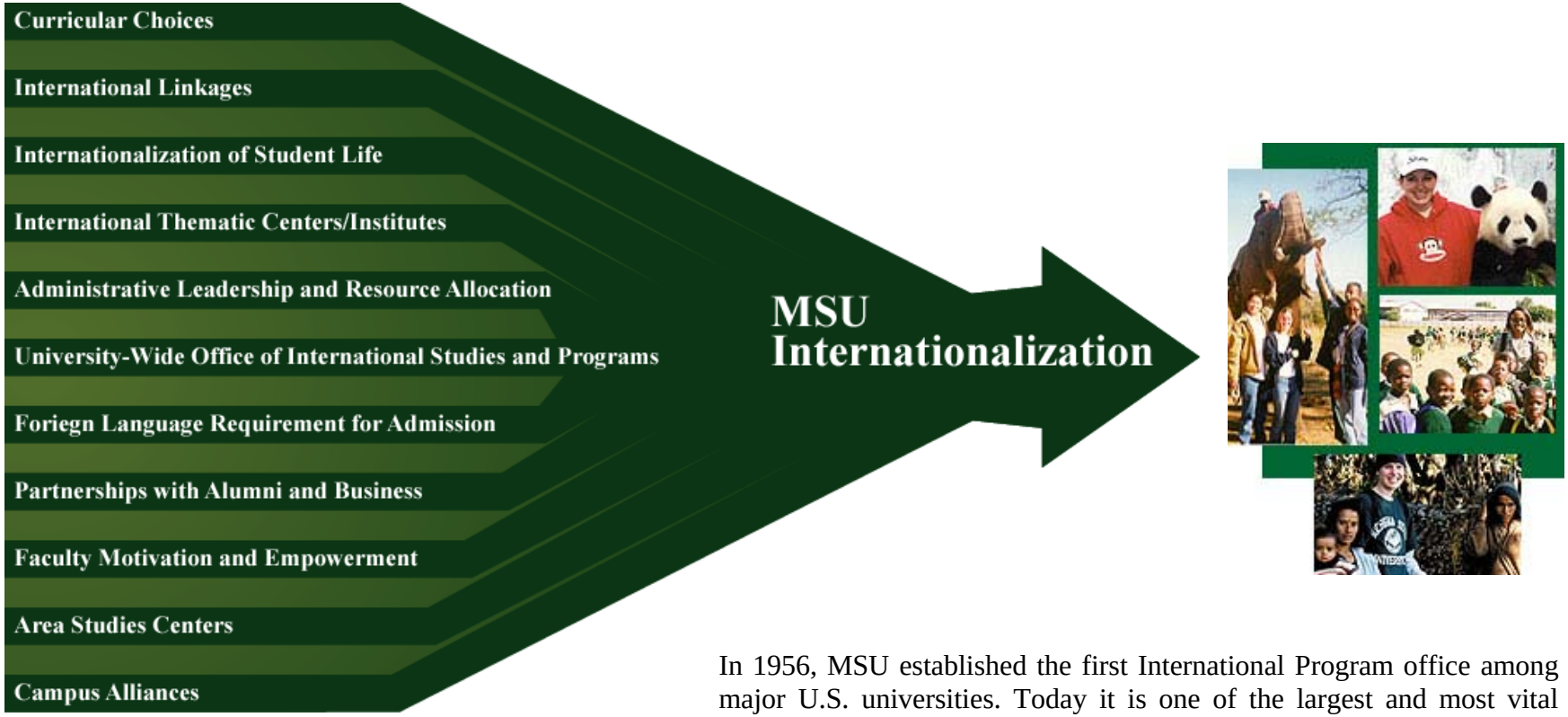
Exhibit 9

Multiplicity of Approaches to MSU's Internationalization

EXHIBIT 9



In 1956, MSU established the first International Program office among major U.S. universities. Today it is one of the largest and most vital global universities, guiding undergraduate and graduate students in study abroad, developing international opportunities for MSU faculty and researchers, and assisting the more than 7,300 international students and scholars on the MSU campus each year. MSU has 1,400 faculty and staff working in 176 countries. The Broad College of Business has 75 internationally engaged faculty, of a total of 120 faculty; these 75 business faculty represent 23 countries.

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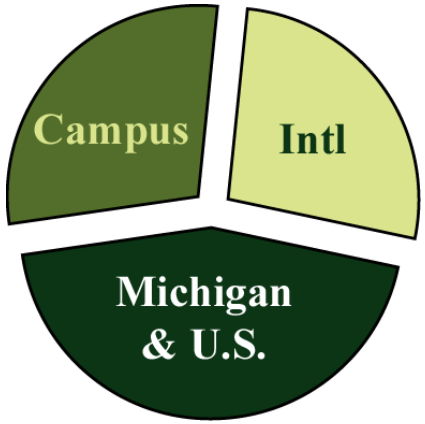
Exhibit 10

Sample Network of Collaborators

EXHIBIT 10

Campus

- International Studies & Programs Office
- National Resource Centers & Area Studies Centers
- Foreign Language Departments
- Office for International Students & Scholars
- Visiting International Professional Program
- Internationalizing Student Life
- Office of Study Abroad
- Professional Colleges (e.g., Agriculture, Criminal Justice, Law, Packaging, Engineering)
- James Madison College (International Relations)
- Center for Anti-Counterfeiting & Product Protection
- International Business Organization
- Executive Development Programs
- Career Placement Services
- MSU Global



International

- Overseas Partner Universities
- International Alumni
- Global Business Schools Network
- Japan Center for Michigan Universities
- Global Research Centers (Beijing, Copenhagen, Dubai, Istanbul, Rotterdam, Sao Paulo)
- International Trade Center UNCTAD/WTO
- Academy of International Business
- Corporate Network of International Internships
- Sheth Foundation
- 1,400 MSU faculty operating in 176 countries
- MSU business faculty from 23 countries
- Global Internship Conference
- PACIBER: Pacific Asian Consortium for International Business Education and Research

Michigan & United States

- MSU's CIBER Business Advisory Council
- Business and Industry Groups
- U.S. Department of State
- U.S. Department of Commerce
- U.S. Commercial Service
- U.S. District Export Council
- Michigan Economic Development Corporation
- Michigan International Trade Association
- Michigan Department of Agriculture
- World Trade Clubs and Centers
- Michigan Partnership in International Education
- Michigan Community College Association
- Lansing Regional Chamber of Commerce
- Lansing Economic Area Partnership
- Lansing Capital Region International Airport
- Lansing Community College
- For-Profit and Non-Profit Corporations
- American Marketing Association
- U.S. Chambers of Commerce
- Community Colleges & Universities
- National CIBER Network and Consortia
- AACSB International
- American Association of Community Colleges
- Community Colleges for International Development
- National Assn for Community College Entrepreneurship
- NAFSA
- NASBITE

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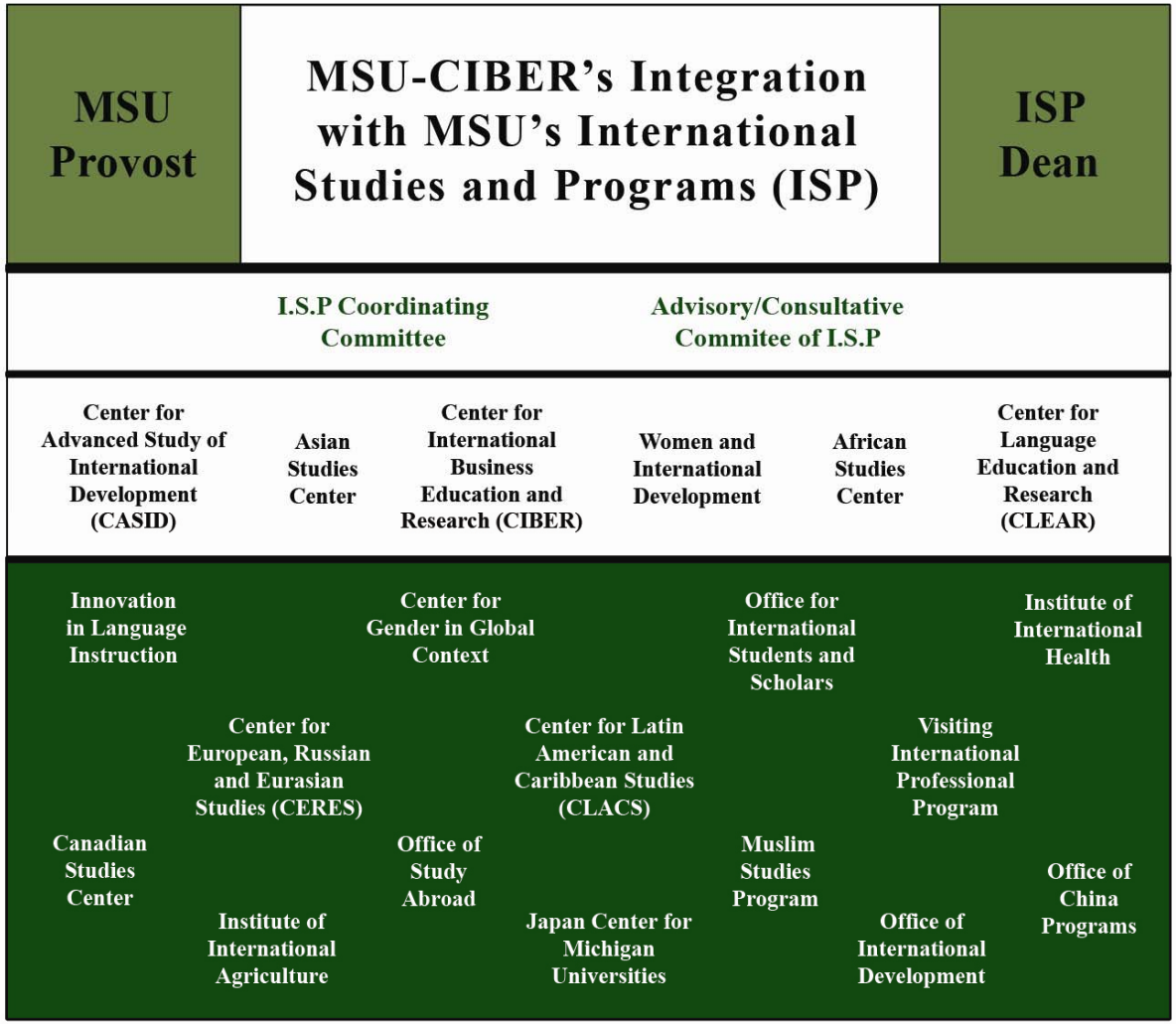
Exhibit 11

MSU's Integration of International Centers & Institutes

EXHIBIT 11



Other Narrative
Supplemental Materials

4. Significance of Project Design

Exhibit 12: Select Exemplary Projects with National Significance
Exhibit 13: Support for the CIBER Purposes and Priorities
Exhibit 14: Goals, Activities, and Target Audiences
Exhibit 15: Project Implementation Plan
Exhibit 16: IB Institute Tactical Plan (Sample)

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Exhibit 12

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
Enhancing the competitiveness of U.S. businesses.	**International business research** programs on enhancing the competitiveness of U.S. business will be structured to generate and deploy international business knowledge as well as affect the "cultural competiveness" of U.S. firms. The goal is to maintain MSU's standing as the world leader in research in international business, trade, and global competitiveness in the top 29 academic business journals (*International Business Review*, 2010). A particular focus will be geared toward supporting a research agenda aligned with the general IFLE priorities as well as MSU's theme for the 2014-2018 grant proposal ("Strategic Value Chains for Increased International Competitiveness"). Additionally, in concert with MSU's focus on Competitive Priorities 1 and 2, we will dedicate funds for research on best practices for developing international internships, and internationalizing community colleges and minority-serving institutions (see Projects 5a, 5b, and 5c).	MSU's ability to continually produce high-impact research has been validated by several independent studies for the last two decades. For example, according to research published in the *Journal of International Business Studies* (2005) and *International Business Review* (2010), MSU's faculty and doctoral students are the most productive in the world in international business research (in the top 29 academic business journals) as well as has the most board members of these journals. The research by MSU is being used by other researchers as an integral part of advancing knowledge on international competitiveness. MSU also uses its own research to develop nationwide training programs for community colleges, MSIs, faculty, doctoral students, and businesspeople.
	With over 5,000 resources and information on more than 200 countries, **globalEDGE** (http://globaledge.msu.edu) is the number one resource for "international business resources" online (e.g., Google), and has some five million page views annually. With users in all 50 U.S. states and virtually all countries every hour of every day, globalEDGE is a unique resource with tremendous national significance, importance, and magnitude. The site has a tagline of "your source for global business knowledge" because it literally includes the vast majority of knowledge and data that most businesspeople want to and need to know about international trade. Among many projects, partnerships leveraging CIBER's vast array of resources assist textbook authors, publishers, and organizations (e.g., American Marketing Association) (Projects 3e, 6a, and 9b). As just one example, the globalEDGE Database of International Business Statistics (DIBS) alleviates data collection complexities associated with IB research (Project 6a, 9a).	globalEDGE serves numerous organizations and companies in providing real-time data feeds. CIBERweb.msu.edu; District Export Councils (East and West Michigan DECs); companies, associations, and textbooks incorporate globalEDGE resources. The site is also used as a hands-on exercise tool in some dozen leading textbooks (e.g., *International Business*, *Global Business Today*). Millions of page views annually recognition from the *Wall Street Journal* and the American Library Association (ALA), among others, speak to the product quality and portability of globalEDGE. Our goal is to build on globalEDGE's market position, significantly enhance offerings, and increase impact and reach.

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
Training and educating business leaders and entrepreneurs.	The globalEDGE Business Beat on the **Michigan Business Network** is a proposed new and unique vehicle to reach business leaders across Michigan and the country. globalEDGE, as described earlier, is a fantastic resource but it is self-serving in nature. The gBB will be a new internet radio show that will be hosted on the Michigan Business Network, and featured on several prominent websites (e.g., globalEDGE, District Export Council, Academy of International Business, Broad College of Business' Global Initiatives). The gBB show will be hosted on internet radio at certain time periods and then will be available worldwide via internet streaming and podcasts. With globalEDGE having users every hour of every day in all 50 U.S. states (and virtually all countries), gBB can become an important learning/training tool to reach the millions of globalEDGE users, business leaders, and entrepreneurs (Project 8g, 9e) in a "live" format at their convenience. The idea is that gBB will cover discussions with a wide range of global leaders in business, government, and academe to spread the word about the latest thoughts, tools, and markets to succeed globally.	Partnering with the Michigan Business Network (MBN) offers MSU's CIBER the advantage of MBN's radio expertise while allowing us to showcase new and innovative training tools for business leaders and entrepreneurs. The CEO and Founder of MBN is a CIBER Advisory Council member (Chris Holman), and we have tremendous hope that gBB will be a superb complementary vehicle to the globalEDGE website in helping U.S. business become more competitive globally by offering a "live" way for training and educating of business leaders and entrepreneurs. Tentatively, the tagline is "globalEDGE Business Beat is your source for global business knowledge on the airways."
	The **Michigan Export Internship Program** matches companies with undergraduate and graduate interns for the purpose of resolving an identified international trade issue or challenge. The program is an extension of the **Michigan Export Growth Program** (Project 6g), which facilitates some 100 companies in Michigan going international and/or increasing their international exposure annually. The MEIP internship program has the potential to be a great success for the MEGP companies and facilitate a two-way interaction of training and educating business leader along with students. It also complements the globalEDGE Internship Directory (Project 1c) and several other proposed internship activities. Overall, the internship program meets the needs of both businesses and students in creating a sustainable, win-win situation for Michigan by boosting exports and offering high-quality internships (Project 6h).	The Michigan Export Internship Program has been planned as an extension of the pro bono services offered in the Michigan Export Growth Program, and in partnership with the Michigan Economic Development Corporation and Michigan's District Export Councils (East and West). As an extension of the MEGP, the internship program will be available in all 83 counties in the State of Michigan. The MSU-State of Michigan partnership is created such that other MSU and states (and universities) can replicate the model. For example, MSU has adapted the MEGP program to all 50 U.S. states and provided exporting services to more than 12,000 companies across the country.

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
Developing portable programs for "multiplier" groups.	**Collaborations with NASBITE International** are part of MSU's programming for multiplier trade groups. In additional to continued support of the NASBITE Certified Global Business Professional (CGBP) credential and exam, MSU proposes to serve as organizer and sponsor of a new case competition with NASBITE, among several other new initiatives with NASBITE. This case competition, sponsored by NASBITE, MSU, and companies near the location of each year's annual conference, will bring together business students from community colleges and four-year universities across the U.S. to work on an international business challenge. It will be integrated with NASBITE's CGBP for maximum impact (Project 3a). The NASBITE CGBP and MSU partnership is important because if facilitates MSU conducting training workshops across the country on the four pillars of international trade in the CGBP (Exporting and Global Marketing; Exporting and Global Business Management; Exporting and Trade Finance; and Exporting and Logistics/Global Supply Chain). This infrastructure also facilitates the exporting assistance that MSU has provided to 12,000 companies in all U.S. states.	To date, nearly 1,500 international trade professionals have received the CGBP credential, which is widely recognized in the international trade community. The case competition will provide opportunities for community college students along with four-year university students to become involved with NASBITE while still in school. This will match the knowledge and skills of the case competition environment with the knowledge and skills in the CGBP to create a successful platform for student growth. It has the potential to extend to more people becoming CGBP certified, and trade experts in the U.S. which is sorely needed given the 500,000 expected new jobs in international business sin the U.S. between now and 2022 (compared with only 3,000 new qualified student graduates in international business annually).
	Executive development and training programs that MSU has proposed include myriad offerings for business professionals throughout the State of Michigan and the nation. The topics covered will be related to international business and trade, and will also include business languages and cultural norms for executives (Project 2b), utilization of the Diagnostic Tools (Project 4a), preparation for the CGBP exam (Project 3a), and a host of internationalizing executive development programs (Project 6i). For example, the piloted global supply chain and global strategy online Master's Certificates program (Project 6b), in collaboration with the Bisk University Alliance, targets some 200-500 individuals monthly, and will be expanded to additional topics. Nationwide, the Bisk-MSU alliance, with CIBER resources and development, has strong potential.	MSU is a national leader in developing timely, relevant training materials for businesses and trade groups, among others, on supply chains. As such, for 2014-2018, a strategic focus is on companies' "global value chains". In this grant cycle, MSU will strategically partner with several important multiplier groups to achieve maximum reach and sustainable impact (e.g., Michigan Economic Development Corporation, U.S. District Export Councils, U.S. Foreign & Commercial Services, International Trade Center of Mid-Michigan; Bisk Education). Bisk, in particular, and MSU has created a portable platform for executive training.

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
Developing competence in international business, foreign languages, and area/international studies.	In terms of **business language initiatives**, MSU offers extensive business language programming (and some 300 language courses in total). For this grant cycle, the Business Language Institute for Community College Faculty is a new and unique initiative that targets Competitive Priority 2 with business language training for two-year college faculty. Additionally, two important programs that have potential to be sustainable include the development of (1) Chinese Pragmatics Teaching Materials (a joint project with MSU's CLEAR), which will cultivate students' cross-cultural awareness, and (2) business language workshops for business executives, which will initially be offered in Japanese and Korean (a joint project with MSU's Broad College of Business' executive education). Beyond basic language skills, one goal of the Japanese/Korean language workshops will be to facilitate interaction between American and Japanese/Korean businesspeople (Projects 2a, 2b, 2c, and 2d	The Business Language Institute for Community College Faculty builds on the unique and very popular MSU program called International Business Institute for Community College Faculty, in which more than 500 faculty from 44 U.S. states has participated. MSU tries to develop programs for community colleges that are of high quality and very portable across the country. Additionally, the 11-unit Chinese pragmatics project will be comprehensive and unique, including culture reflected in language, socio-pragmatic issues, business context and exercises, and multimedia components. The final product will be available to language instructors across the country. MSU's CIBER has also been approached by multiple state groups to offer language/culture workshops.
	Focusing programming on **community colleges** is a cornerstone of MSU's CIBER. Since 1995, MSU has targeted community colleges with customized programming to internationalize campuses, programs, and courses. Our staple programs for community colleges remain, and our proposal is also filled with new, unique, and high-impact projects for community colleges – see Projects 1a, 1b, 2a, 2d, 3a, 3b, 3d, 3e, 4b, 4c, 4d, 4e, 5a, 5e, 5f, 7a, 7b, 8a, 8b, 8c, 8d, 8i, 8j, 8k, 8l, 9a, 9c, and 10c. as examples. The proposed programs include the International Business Institute for Community College Faculty, Advanced IBI, Business Language Institute, and IBIs "on the road." Research initiatives focused on community colleges include a white paper series on globalization, dissertation grants, and curriculum grants. These programs can become very important with great magnitude of reach in terms of workforce development.	MSU has provided faculty development training (e.g., knowledge, skills, pedagogical tools) to more than 500 community college faculty from 44 U.S. states. The CIBER program made this happen! For the 2014-2018 grant cycle, MSU has partnered with numerous community college associations such as the Michigan Community College Association, American Association for Community Colleges, National Association for Community College Entrepreneurship, and Community Colleges for International Development to ensure product quality and portability. Some 70 community colleges across the country have also signed partnership letters with MSU's CIBER.

Select Exemplary Projects with National Significance

EXHIBIT 12

National Significance	Importance/Magnitude of Outcome	Product Quality & Portability
Training, educating, and motivating of students.	As the national leader in study abroad participation, MSU offers more than 280 **study abroad and internship programs** in some 60 countries on all seven continents; with about 65 programs being business-specific. Being the largest contributor to study abroad at MSU, the Broad College of Business has about a 30 percent participation rate from its 6,500 students (while also having representation of some 2,600 foreign students in the college). The Broad College of Business is a true global learning laboratory – students study abroad internationally and they study abroad at home! MSU's study abroad program is unique because of its importance to MSU students, because of its importance to non-MSU students, because of its magnitude (7 continents and 280 programs), and because of its strategic alliances with Michigan's 28 community colleges (e.g., Lansing Community College merged their study abroad with MSU for maximum impact and reach) (Projects 1b, 1c, 3e, and 10d).	Students nationwide benefit from the largest study abroad and internship program in the nation that is offered by MSU. This includes students from not only other four-year institutions but also community colleges (especially Michigan) and minority-serving institutions. Responsible for the coordination of all business programs, with the study abroad Director reporting to the CIBER Director, MSU works closely with nationally renowned MSU's Office of Study Abroad. MSU is mindful of developing programs that can be accessed by non-MSU students, can be implemented at other universities, and involves benchmarking and research on best practices in study abroad.
	The **Online MS in International Business** will be the first fully online Masters in International Business program in the country that is primarily **targeted to students who received Bachelor's degrees from non-business programs** (e.g., STEM, international studies, area studies, other professional schools), providing education and training in international business to students around the country (Project 1a). The program is proposed to be in a strategic partnership with Bisk University Alliance (a current strategic partner of the Broad College of Business in executive education). Because of this partnership, the MS in IB degree will be offered through a state-of-the-art e-learning system where students are immersed in a multimedia environment and interactive classroom online (e.g., streaming HD video lectures, discussion boards, live chat rooms); the program features are planned to include hands-on work on projects with companies and study abroad engagement.	A 2014 "opportunity analysis" conducted by Bisk Education shows that there has been a 19 percent increase in students majoring in international business since 2012. More than 500,000 new IB jobs are projected between 2014 and 2022 (IPEDS); only 14 percent of master's level IB degrees are offered online, and these educate 37 percent of the graduates. Per Bisk's data, only 22 programs exist in this market space in the U.S. – far short of meeting the employment needs between now and 2022. Combining MSU's leadership in IB research (*International Business Review* 2010) with the Bisk online platform should ensure product quality and portability.

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Exhibit 13

Support for the CIBER Purposes & Priorities

EXHIBIT 13

2014 International Expertise in Universities Study (n=1,073)

	For the country to be competitive internationally, the government should allocate budget funds for universities to develop extensive international knowledge and skills (e.g., international business)	Purpose 1: National Resource for Teaching	Purpose 2: Instruction in Critical Foreign Languages and International Fields	Purpose 3: Research and Training in International Commerce	Purpose 4: Training to Students	Purpose 5: Regional Resource to Businesses	Purpose 6: Resource to Regional Faculty, Students, and Institutions	Competitive Priority 1: Business & Professional Association Collaboration	Competitive Priority 2: Community College & MSI Collaboration
1. **Support** by U.S. Tax Payers for a Specific CIBER Purpose and Competitive Priority	83%	89%	89%	89%	92%	86%	91%	89%	80%
2. **Strength of Support** by U.S. Tax Payers for a Specific CIBER Purpose and Competitive Priority	72	77	77	77	80	74	79	78	72

The stratified (age, education) study has a sample size of n=1,073 adult U.S. tax payers and a margin of error of +/- 3 percent (e.g., this is the typical sample size and margin of error used as criteria in nationwide polling such as the U.S. presidential election). The percent of U.S. tax payers supporting a specific purpose or competitive priority has a possible scoring range from zero to 100 percent support. The strength of the U.S. tax payers' support has a possible scoring range from zero (indicating no support) to a score of 100 (indicating full support). MSU's CIBER conducted the study.

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Exhibit 14

Goals, Activities, and Target Audiences

EXHIBIT 14

	TARGET AUDIENCE					
	ON CAMPUS			OFF-CAMPUS		
OBJECTIVES	BUSINESS FACULTY	FOREIGN LANGUAGE, INT'L STUDIES, AND OTHER FACULTY	STUDENTS	REGIONAL AND NATIONAL FACULTY	BUSINESS COMMUNITY	LOCAL, STATE, FEDERAL AGENCIES
1. Interdisciplinary programs for business and professional curricula	1a, 1b, 1d	1a, 1d	1b, 1c, 1d, 1e	1a, 1b, 1d	1c, 1d	1c
2. Interdisciplinary programs for language and international studies	2d	2a, 2b, 2c, 2d	2c, 2d	2a, 2b, 2c, 2d	2d	2d
3. Collaboration with institutions, associations, and businesses	3a, 3b, 3c, 3d, 3e	3a, 3b, 3c, 3e	3a, 3b, 3c, 3e	3a, 3b, 3c, 3d, 3e	3a, 3b, 3c, 3e	3a, 3b, 3c, 3e
4. Research to promote integrated curricula	4a, 4b, 4c, 4d, 4e, 4f	4a, 4b, 4c, 4d, 4e, 4f	4a, 4b, 4f	4a, 4b, 4c, 4d, 4e, 4f	4a, 4b, 4f	4a, 4b, 4f
5. Research to promote international competitiveness	5a, 5b, 5c, 5d, 5e, 5f, 5g	5a, 5b, 5c, 5d, 5e, 5f, 5g	5a, 5b, 5c, 5d, 5g	5a, 5b, 5c, 5d, 5e, 5f, 5g	5a, 5b, 5g	5a, 5b, 5d
6. Programs to develop expertise of the business community and other professionals	6a, 6c, 6d, 6e, 6f, 6j, 6k	6a, 6c, 6d, 6e, 6f, 6i, 6j, 6k	6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h	6a, 6c, 6d, 6e, 6f	6°, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j	6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k
7. Faculty development programs	7a, 7b	7a, 7b		7a, 7b		
8. Academic outreach	8°, 8b, 8d, 8f, 8g, 8i, 8j, 8k, 8l	8c, 8f, 8g, 8i, 8j	8e, 8g, 8h	8a, 8b, 8d, 8f, 8g, 8i, 8j, 8k, 8l	8g, 8i, 8j	8g, 8i, 8j
9. Using technology for knowledge sharing	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e	9a, 9b, 9c, 9d, 9e
10. Development of study abroad and international linkages	10a, 10b, 10c	10a, 10b, 10c	10a, 10b, 10c	10a, 10b, 10c	10a	10a

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Exhibit 15

Project Implementation Plan

EXHIBIT 15

Project Type	Timeline for Implementation	Projects (Exhibit 5)
Course Development	1 year prior to course offering: hold initial meetings with the designated faculty and provide summer curriculum development grants, design course and have course approved by university channels; 6 months prior: faculty develop course, hold periodic meetings to evaluate progress and content; 2 months prior: apply internationalization measurement tool to assess international content.	1a, 1e, 2a, 2b, 4a, 4b, 4d, 6b, 6h, 7b, 8i, 8l
Degree Programs	Continuous annual review of all existing programs by review committee; 3 years prior to program offering: establish program committee to design program; 2 years prior: have program approved by MSU channels; 1 year prior: market program to students through admission offices and academic orientation programs.	1a, 1b, 6b, 8i
Executive/Outreach Programs	1 year prior to program: hold initial meetings with businesses or faculty groups to finalize needs assessments; 9 months prior: identify faculty/business speakers to build program and make logistical arrangements; 3 months prior: market program if open to public.	1d, 5d, 6a, 6b, 6c, 6e, 6f, 6g, 6h, 6i, 6k, 7a, 8g, 8k, 9e
Study Abroad and Internship Programs	Continuous annual review of all existing programs by review committee; 2 years prior to program offering: establish linkages with the previously and strategically identified locations, design program, identify faculty if faculty-led program, work with MSU Alumni Office to identify companies if internships, have program approved by university channels; 1 year prior: market program to students through study abroad fairs and other media.	1b, 1c, 10a, 10b, 10c, 10d
Resources and Publications	2 years prior to publishing: work with target audiences to finalize the already identified needs in respective areas, draw out resource plans and specifications (if online resource), contact publishers for open bids if printed material; 18 months prior: develop content and system simultaneously if online material along with feedback mechanism; 6 months prior: launch beta version if online material, submit to publisher if printed material; continuously revise as necessary.	2c, 5d, 5f, 6a, 6d, 6e, 6g, 6j, 6k, 8f, 8g, 8i, 8k, 9a, 9b, 9c, 9d, 9e
Conferences/Seminars	4 years prior: start planning logistics, book event venue, and sign contracts; 1 year prior: design and develop program according to needs assessment surveys and contact faculty and business speakers; refer to EXHIBIT 16 for tactical plan details.	2d, 3a, 3b, 3c, 3d, 3e, 5g, 6b, 6c, 6d, 6e, 6i, 7a, 8a, 8b, 8c, 8d, 8g, 8h, 8j, 9[a]
Research Projects	1 year prior to research submission for publication: hold initial meetings with the designated faculty and provide research grants; 9 months prior: hold periodic meetings to evaluate progress and research methodology and content; 2 months prior: formulate publication and dissemination strategies; Faculty Development Fund follows similar procedure.	4c, 4e, 4f, 5a, 5b, 5c, 5e, 5g, 6a, 6j, 6k, 7b, 8f, 8i

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Exhibit 16

IB Institute Tactical Plan (Sample)

EXHIBIT 16

NOTE: This exhibit is provided as a sample tactical approach developed by MSU's CIBER staff in organizing the nation-leading International Business Institute for Community College Faculty.

4 years out

- ❑ Reserve hotel accommodations and conference rooms (one main session, three breakouts, one office)
- ❑ Make sure that we are scheduled in the SAME room for the main session for the duration of conference
- ❑ Make sure that the office is CLOSE to the main session room
- ❑ Ask for one traveling mic, one standing podium, one table with two chairs and two mics (for panels), one flip chart for each room including the breakout rooms
- ❑ Ask for four tables in the back of the main session room, three for resource materials, one for computers (2) with Ethernet connection
- ❑ Get an overhead projector and a spare AV cart for the presentation computer and computer projector

1 year out

- ❑ Set up area for hard and electronic files (M:\public\year_IB Institute\)
- ❑ Review checklist and modify
- ❑ Develop conference web pages on CIBER website
- ❑ Identify potential co-sponsors of event and invite them to participate
- ❑ Design conference brochure

8-6 months out (Fall)

- ❑ Send out brochures to market program
- ❑ Decide on potential speakers and send out letters inviting them to participate
- ❑ Confirm hotel accommodations, conference rooms, tentative menus (stick to buffets with only Wednesday night reception to be plated), confirm and refine AV requirements as above
- ❑ Develop tentative program
- ❑ Revise conference web pages on CIBER website
- ❑ Invoice co-sponsors

IB Institute Tactical Plan (Sample)

EXHIBIT 16

4 months out (January)

- ❑ Send follow up letters to co-sponsors who have not sent in money
- ❑ Take inventory of gifts and other supplies (binders, name tags, name lanyards, etc.)
- ❑ Order gifts for participants and speakers as needed
- ❑ Order binders and tabs (or decide if sending out to print)
- ❑ Order name tags
- ❑ Order name tents
- ❑ Order address labels if necessary
- ❑ Design cover and spine graphics
- ❑ Reserve photographer for picture
- ❑ Revise conference web pages on CIBER website
- ❑ Start contacting publishers for getting books, videos, and CDs for the resource room
- ❑ Deposit co-sponsorship checks

3 months out (February-March)

- ❑ Review applications and decide those who will be accepted to attend conference
- ❑ Do up invoices for remaining balance, general information letter, confirmation agreement and travel information form, and small group session forms for the participants
- ❑ Review meal menus and confirm them with hotel
- ❑ Create (a) personal services contracts, (b) invoices, (c) independent contractor form, (d) travel information, and (e) audio-visual forms for speakers
- ❑ Send out speaker packets to speakers, including: (a) personal services contracts, (b) invoices, (c) independent contractor form, (d) program draft, (e) general information, (f) travel information, and (g) release form for us to post their presentations on the website
- ❑ Send tentative program, menu, audio-visual needs, room set-up details to conference venue for them to run Banquet Event Order (BEO)
- ❑ Email all participants who have not confirmed participation in the conference
- ❑ Develop certificate layout and have printing typeset

IB Institute Tactical Plan (Sample)

EXHIBIT 16

- ❑ Send an update letter to all co-sponsors with the participant statistics and thanking for their support
- ❑ Revise conference web pages on CIBER website
- ❑ Deposit co-sponsorship checks

1 month out (April)

- ❑ Meet with co-leaders of conference to review status
- ❑ Send follow up email/faxes to all participants notifying them of registration status (paid/not paid)
- ❑ Revise conference web pages on CIBER website, put presentations online, etc.
- ❑ Deposit co-sponsorship checks
- ❑ Deposit registration checks
- ❑ Have bios and materials for notebooks copied and put in binder
- ❑ Finalize participant list
- ❑ Finalize speaker list
- ❑ Work on finalizing agenda
- ❑ Have general information material copied and put in binder, including MSU maps, Lansing area info, CIBER brochure, etc.
- ❑ Finalize number of rooms needed for participants and speakers; release those not needed
- ❑ Double check BEO and program
- ❑ Get list of participants to printing to finalize certificates with names on them
- ❑ Revise conference web pages on CIBER website

2 weeks out

- ❑ Get signatures of names on certificates
- ❑ Finalize audio-video needs and coordinate what equipment from office is going to Kellogg Center
- ❑ Double check BEO and program and distribute BEO to key personnel
- ❑ Finalize program and agenda and make copies for binder

IB Institute Tactical Plan (Sample)

EXHIBIT 16

- ❑ Finalize list of names of participants and speakers for name tags
- ❑ Have name tags and table tents made
- ❑ Prepare room signs (for breakout rooms and main session rooms, 2x each)
- ❑ Send follow up email to speakers reminding them of materials for binders, travel arrangements, etc.
- ❑ Review with co-hosts what is still pending and get them to help out in any way possible
- ❑ Revise conference web pages on CIBER website

Week of the conference

- ❑ Review hotel accommodations, conference rooms, meals, etc. with conference site

During the conference

- ❑ Have speakers sign off on personal service contract, invoices, and internet release forms
- ❑ Make announcements at last break of each day of activities for the day (dinner if out of hotel, tours, sign ups, etc.)
- ❑ Last day of conference, collect name tag plastics and lanyards for reuse

After the conference (Summer)

- ❑ Process evaluations
- ❑ Post evaluation on website
- ❑ Send resource room videos and books back to publishers
- ❑ Process payment and travel vouchers for non-MSU speakers
- ❑ Process payment for MSU speakers
- ❑ Archive hard and soft files (M Drive public)
- ❑ Revise program web pages, add pictures, statistics, etc.
- ❑ Send thank you letters to speakers and participants with picture and website URL
- ❑ Send an email to co-sponsors thanking them and sharing statistics and evaluations regarding conference

MICHIGAN STATE UNIVERSITY | Center for International Business Education & Research (MSU-CIBER)

On the globalEDGE of Business

Other Narrative
Supplemental Materials

5. Organizational Chart and Management Plan

Exhibit 17: Organizational Chart and Strategic Clusters

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Exhibit 17

Organizational Chart and Strategic Clusters

EXHIBIT 17

Dr. Tomas Hult, Director & Principal Investigator

Other Narrative Supplemental Materials

6. Biographies

Exhibit 18: Biographies of Personnel

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Exhibit 18

Biographies of Personnel

EXHIBIT 18

NAME: Matthew Anderson

TITLE/AFFILIATION: Associate Dean for Diversity and Inclusion, MSU Broad College of Business

EDUCATION: PhD, MSU; MBA., MSU; BA, Kalamazoo College

PROFESSIONAL EXPERIENCE: Before returning to Michigan State University, Dr. Matt Anderson was a member of the faculty at the University of Minnesota for several years. He has taught at the doctoral, masters, and undergraduate levels with a teaching emphasis in the financial accounting area. As an active member of the American Accounting Association (AAA), he has served as an at-large member of Council, as a member of the Research Advisory Committee, and chaired the Outstanding Accounting Educator Award Committee. He has previously served as Midwest representative for the Financial Reporting Section, acting as editor for financial papers submitted for the Midwest meeting. In addition to serving on the editorial boards of the *Accounting Review* and *Issues in Accounting Education*, he has published articles in journals such as the *Journal of Accounting Research* and *The Accounting Review*, among others. Professor Anderson is an inaugural winner of the E & Y Excellence in Diversity Award.

NAME: Marietta Baba

TITLE/AFFILIATION: Dean, MSU College of Social Science

EDUCATION: PhD, Wayne State University; MBA, MSU

PROFESSIONAL EXPERIENCE: Dr. Marietta L. Baba is Dean of the College of Social Science, Professor of Anthropology, and Professor of Human Resources and Labor Relations at Michigan State University. Previously, Dr. Baba was Professor and Chair of the Department of Anthropology and Adjunct Professor of Manufacturing and Industrial Engineering at Wayne State University in Detroit, MI. From 1994 to 1996, Dr. Baba was Program Director of the National Science Foundation's industry-funded research program *Transformations to Quality Organizations*, now *Science of Organization*s. Dr. Baba is a founding member and past president of the National Association for the Practice of Anthropology (NAPA), a section of the American Anthropological Association (AAA). She served on the Executive Committee and Board of Directors of the AAA. Currently, she is Co-President Elect of the Association for the Anthropology of Policy, a section of the American Anthropological Association. Dr. Baba's research interests include the anthropology of work, organizations, and institutions, the anthropology of policy, and the history and theory of applied and practicing anthropology. Dr. Baba holds an MBA from Michigan State University's Eli Broad Graduate School of Management. She earned a PhD in Physical Anthropology from Wayne State University, with doctoral research conducted in the School of Medicine.

Biographies of Personnel

EXHIBIT 18

NAME: Brett Berquist

TITLE/AFFILIATION: Executive Director, MSU Office of Study Abroad

EDUCATION: MA, University of Kansas;
BA, University of Missouri

PROFESSIONAL EXPERIENCE: Brett Berquist is the Executive Director of the MSU Office of Study Abroad. Appointed in May 2009, Berquist leads the largest study abroad program at a U.S. public university, working to assure the quality of program offerings and grow student participation. Prior to his current position, Berquist served as Executive Director of international programs at Western Michigan University. His background includes experience in international student recruitment, study abroad program development, and chairing departments of modern languages, strategic planning, and management. Berquist has also held faculty and administrative positions with Institut Supérieur du Commerce in Paris and with Grand Valley State University.

NAME: Robert Blake

TITLE/AFFILIATION: Director, MSU Latin American & Caribbean Studies

EDUCATION: PhD, NC State University

PROFESSIONAL EXPERIENCE: Robert Blake is a noted expert on livestock production and sustainable food systems in developing countries. He is currently Director of the Center for Latin American and Caribbean Studies at MSU. Before joining MSU in 2009, Blake served as Director of the Latin American Studies Program at Cornell since 2007 and Professor of Animal Science since 1986. While at Cornell he held a variety of positions – Director of graduate studies in the field of international agriculture and rural development, chairperson of undergraduate program steering committee, member of the Advisory Committee for the Cornell International Institute for Food, Agriculture and Development and Director of the Latin American Studies Program. Blake began his academic career in 1977 at Texas A&M University after Peace Corps service in Peru and graduate studies at North Carolina State University.

Biographies of Personnel

EXHIBIT 18

NAME: Roger J. Calantone

TITLE/AFFILIATION: Eli Broad Chaired University Professor of Business, MSU Broad College of Business

EDUCATION: PhD, University of Massachusetts; MBA, BA, Canisius College

PROFESSIONAL EXPERIENCE: Roger J. Calantone is the Eli Broad Chaired University Professor of Business, Senior Advisor to the Dean, and adjunct Professor of Strategic Management and Economics. In the past he has served as the Chair of the Department of Marketing and Director of the Institute for Entrepreneurship and Innovation as well as Director of the Information Technology area. Before coming to MSU, he previously served in both academic and administrative roles at McGill University and the University of Kentucky. He has authored over 400 journal and proceedings articles, five books, and several book chapters in journals such as *Marketing Science*, *Management Science*, and *IEEE Trans. on Engineering Management*, among others. Dr. Calantone has taught and conducted research in Canada, Singapore, England, Germany, Austria, Norway, Japan, France, Denmark, and Hungary.

NAME: Siddharth Chandra

TITLE/AFFILIATION: Director, Asian Studies Center; Professor, MSU James Madison College

EDUCATION: PhD, Cornell University; MA, University of Chicago; BA, Brandeis University

PROFESSIONAL EXPERIENCE: Siddharth Chandra was appointed Director of the Asian Studies Center at MSU in 2009. He also serves as Professor in MSU's James Madison College. As Director, Chandra leads one of three all-Asian studies centers in the nation that are funded through Title VI of the Higher Education Act. Chandra's academic career began at the University of Pittsburgh in 1997, where he held both administrative and teaching appointments. He was the Director of the Title VI East Asian Studies Center and Co-Director of the Confucius Institute at the University of Pittsburgh. Much of Chandra's research has focused on the economics of health, public policy, and world politics. His current research work is sponsored by the National Science Foundation.

Biographies of Personnel

EXHIBIT 18

NAME: Ron Cichy

TITLE/AFFILIATION: Director and Professor,
The School of Hospitality Business, MSU

EDUCATION: PhD, Michigan State University

PROFESSIONAL EXPERIENCE: Dr. Ronald F. Cichy, O.M., is the Director and a Professor in The School of Hospitality Business at Michigan State University, a position in which he has served at his alma mater since 1988. In 1995, The School of Hospitality Business was created. Dr. Cichy's most recent book is *Managing Service in Food and Beverage Operations* (fourth edition), co-authored with Philip J. Hickey, Jr., and published in 2011. Cichy is recognized as a pioneer researcher on leadership qualities, keys, secrets, essentials, and emotional intelligence of hospitality leaders. He is one of the most prolific foodservice book authors. Dr Cichy was recognized for long-standing and loyal contributions to the art of magic by the International Brotherhood of Magicians with induction into the prestigious Order of Merlin (O.M.) in Norfolk, VA, on July 5, 2012. The bestowing of this high honor represents membership in an exclusive magic fraternity.

NAME: David Closs

TITLE/AFFILIATION: Chair, MSU Department of Supply Chain Management;
McConnell Endowed Chair and Professor, MSU Broad College of Business

EDUCATION: PhD, MSU; MBA, MSU

PROFESSIONAL EXPERIENCE: David Closs has been extensively involved in the development and application of computer models and information systems for logistics operations and planning including applications for location analysis, inventory management, forecasting, and routing. His experience has focused on the logistics related issues in the consumer products, medical, and pharmaceutical products and parts industries. Closs actively participates in logistics executive development seminars and has presented sessions in North America, South America, Asia, Australia, and Eastern Europe. His primary research interests include supply chain strategy, information systems, security, and planning techniques. He has authored and co-authored numerous articles and made presentations regarding world-class logistics and supply chain capabilities and logistics information systems applications. Closs is an active member in the Council of Logistics Management and was Editor of the *Journal of Business Logistics*. He is Executive Editor of *Logistics Quarterly*.

Biographies of Personnel

EXHIBIT 18

NAME: Michelle DeJonge

TITLE/AFFILIATION: Vice President, Office of Strategy and Execution
Supply Chain Management, Johnson & Johnson

EDUCATION: MBA, Xavier University; BS, MSU

PROFESSIONAL EXPERIENCE: Michelle DeJonge currently serves as the Vice President, Office of Strategy and Execution for Supply Chain Management, for Johnson & Johnson. Michelle is accountable for creating and executing the J&J supply chain strategic plan across the broad portfolio of consumer, pharmaceutical, and medical device businesses. She is a member of the J&J Supply Chain Leadership team. Michelle received the Brad Bills Memorial award for leadership in 1999, was honored as one of 100 Wise Women by Deloitte and Touche in 2004, and was selected as a recipient of the 2007 Cincinnati YWCA Career Women of Achievement award. DeJonge is a supporter of various community programs including the Midland School. She is a member of the Michigan State Alumni Association and the Supply Chain50 industry group.

NAME: David Frayer

TITLE/AFFILIATION: Director of Executive Development Programs,
MSU Broad College of Business

EDUCATION: PhD, MBA, BA, MSU

PROFESSIONAL EXPERIENCE: David J. Frayer is the Director of Executive Development Programs in the Eli Broad College of Business at MSU, where he leads a group responsible for design, development, and delivery of executive and professional education programs and two executive education and corporate learning facilities (The James B. Henry Center for Executive Development in Lansing, Michigan, and the Management Education Center in Troy, Michigan). In addition to these responsibilities, he also co-directs the annual Purchasing and Supply Chain Management Executive Seminar. Prior to assuming these responsibilities, Frayer was involved in The Global Procurement and Supply Chain Benchmarking Initiative, a third-party procurement and supply chain benchmarking effort involving over 200 companies worldwide. He is also co-author of three books, *World Class Logistics: The Challenge of Managing Continuous Change*, *Strategies for Supplier Integration*, and *Global Supply Chain Management*. Frayer is a member of the Council of Supply Chain Management Professionals and the Supply Chain Management Council of West Michigan.

Biographies of Personnel

EXHIBIT 18

NAME: Susan Gass

TITLE/AFFILIATION: Co-Director of the Center for Language Education and Research, Director of the Second Language Studies PhD Program, MSU

EDUCATION: PhD, Indiana University; MA, Middlebury College; MA, UCLA; BA, University of California-Berkeley

PROFESSIONAL EXPERIENCE: Susan Gass is the University Distinguished Professor in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. Her main research focuses are in Second Language Acquisition and also includes Input and Interaction, Language Universals, and Language Transfer. Her recent research interests are the area of attention and how it relates to acquisition. She co-edits *Second Language Acquisition Research* with Alison Mackey and has also written/edited numerous books regarding language acquisition. She has taught and lectured around the world, and has been invited to give lectures in Europe and Asia, in countries such as Greece, Germany, Japan, South Korea, and China. She recently served as President of the International Association of Applied Linguistics from 2002 to 2008 and is Associate Editor of *Studies in Second Language Acquisition*.

NAME: Christine Geith

TITLE/AFFILIATION: Executive Director, Assistant Provost, MSU Global

EDUCATION: PhD, University of Nebraska-Lincoln; MBA, Rochester Institute of Technology

PROFESSIONAL EXPERIENCE: Dr Christine Geith is Assistant Provost and Executive Director, MSUglobal Knowledge and Learning Innovations, Michigan State University. She leads the development of new entrepreneurial approaches in higher education using technology, online learning, and open models. Recently, she's worked with faculty to open up critical knowledge to help transform global food systems and agriculture. Dr. Geith has experience in research, teaching, small business, internet startups, online and adult education, peer learning, and open educational resources. Dr. Geith's research interests include online learning, open knowledge strategies, and assessment of experiential learning. She is a 2013 Sloan Consortium Fellow and speaks and publishes widely.

Biographies of Personnel

EXHIBIT 18

NAME: Robert Glew

TITLE/AFFILIATION: Director, Center for Advanced Study of International Development (CASID), MSU

EDUCATION: PhD, MSU; MA, University of Wisconsin; BA, University of Wisconsin-Madison

PROFESSIONAL EXPERIENCE: Robert Glew, Director of the Center for Advanced Study of International Development and Associate Professor at MSU, has 20 years of experience working on issues of international development in Africa in the areas of coping and livelihood strategies, health, education, religious change, social change, and identity politics. He has studied, taught, and conducted research in Africa drawing upon his language skills in Hausa, Fulfulde, and French. Glew is currently co-PI of a National Science Foundation award for research in East Africa titled, "Dynamic Interactions Among People, Livestock and Savanna Ecosystems Under Climate Change." In addition to his ongoing research agenda, he currently co-directs three U.S. Department of State-funded Bureau of Educational and Cultural Affairs grants for Nigeria, Mali, and China. He has served as a supervisor for the Minority International Research Training program in the Republic of Niger and spent two years as a Peace Corps Volunteer in Niger.

NAME: Norman Graham

TITLE/AFFILIATION: Professor of International Relations, MSU; Associate Dean, James Madison College, MSU; Director, Center for European, Russian, and Eurasian Studies, MSU

EDUCATION: PhD, Columbia University

PROFESSIONAL EXPERIENCE: Professor Graham has taught at Columbia University and led the Yale University Summer Seminar on International Business. He has also served as a Research Associate with the Futures Group, The United Nations, and the World Health Organization. His interests include international security and economic relations, international organization, Central and Southeastern Europe, and Central and South Asia. In 1993, he was the recipient of an MSU Teacher-Scholar award. He has published eight books and numerous articles. In addition, he also directs the overseas study program "International Relations in Brussels" in conjunction with the Universite Libre de Bruxelles (ULB) for the Center of European, Russian, and Eurasian studies.

Biographies of Personnel

EXHIBIT 18

NAME: Chuck Hadden

TITLE/AFFILIATION: President/CEO, Michigan Manufacturers Association

EDUCATION: BA, Alma College

PROFESSIONAL EXPERIENCE: Chuck Hadden is the President and Chief Executive Officer of the Michigan Manufacturer's Association (MMA). Prior to his present position, Chuck was lead lobbyist for the MMA and represented manufacturers before state agencies and the legislature regarding a wide range of issues including taxation, product liability, employment, and insurance. Hadden joined the MMA in 1993 with the position of director of environmental affairs. He had previously served as an account supervisor for Publicom Association Management Services while simultaneously serving as the Executive Director of one national and three state organizations.

NAME: Susan Haka

TITLE/AFFILIATION: Senior Associate Dean, EY Professor of Accounting, Dean's Office, MSU Broad College of Business

EDUCATION: PhD, University of Kansas; MS, University of Illinois; MA, Sangamon State University; BS, Western Illinois University

PROFESSIONAL EXPERIENCE: Susan Haka is the Senior Associate Dean and the Ernst & Young (EY) Professor of Accounting in the Broad College of Business at MSU. In the past she has taught at institutions such as the University of Kansas, University of Glasgow, and University of Technology-Sydney. She is the recipient of several awards, including the Michigan State University Distinguished Faculty Award, the MSU Teacher-Scholar Award, and was recently honored with the Outstanding Educator Award from the American Accounting Association. She serves on the International Accounting Education Standards Board (IAESB) Council Advisory Group, providing guidance on international accounting educations standards. Her research focuses on the role of accounting systems in business processes, and she has published numerous journal articles, co-written two textbooks, and served on multiple editorial boards. Dr. Haka is an active consultant, has served on the Board of Directors of Simpson Industries Inc., and also was President of the American Accounting Association (AAA) from 2008 to 2009.

Biographies of Personnel

EXHIBIT 18

NAME: George L. Hiller

TITLE/AFFILIATION: Lecturer of International Business
University of Richmond, Virginia

EDUCATION: JD, University of Richmond; MBA, Thunderbird School of Global Management;
BA, University of New Mexico

PROFESSIONAL EXPERIENCE: George Hiller has 30 years of experience in international business management, public sector trade promotion, higher education teaching, and international business education grant development. He has served as an adjunct instructor at the University of Richmond since 1991, and he currently teaches business and cultural studies courses focused on Latin America. Hiller also serves as an international education consultant for a consortium of small community colleges in rural Virginia. During his previous work at the SW Virginia Higher Education Center, Hiller received three U.S. Department of Education Business and International Education (BIE) grants focused on rural program and course development.

NAME: Chris Holman

TITLE/AFFILIATION: CEO, Michigan Business Network

EDUCATION: MS, BS, Eastern Michigan University

PROFESSIONAL EXPERIENCE: Chris Holman is a former high school teacher and coach, university instructor, and college dean. He started *The Greater Lansing Business Monthly* magazine in 1987 and sold it in 2013. Chris has been promoting the mid-Michigan business community since the 1980s. Chris previously hosted a Sunday morning TV show called "Business Today" on WILX TV 10, and prior to that he was business editor and on-air personality at WLNS TV 6. Chris recently ended a 14-year run as a daily morning radio show host on WILS 1320 and WJIM 1240. In early 2006, Governer Jennifer Granholm appointed Chris as Michigan's Small Business Advocate. He served as a liaison between the Michigan Economic Development Corporation and small business owners across the state of Michigan and worked closely with the Michigan Business Ombudsman's office. On July 4, 2011, Chris launched a statewide 24/7 business news website and broadcast company called MichiganBusinessNetwork.com. He is the CEO of the company, co-hosts "This Week in Small Business," and serves as the primary host of the anchor program, "Michigan Business Beat." He has served as Board Chairman of the Capital Area United Way and as Chairperson of the Board of Governors of the Lansing Convention and Visitors Bureau. He is the Board Chairman of The Capital Region International Airport in Lansing.

Biographies of Personnel

EXHIBIT 18

NAME: Naveen Khanna

TITLE/AFFILIATION: A.J. Pasant Endowed Chair in Finance, Professor and Chairperson in Finance, MSU

EDUCATION: PhD, Northwestern University; MBA, Panjab University

PROFESSIONAL EXPERIENCE: Naveen Khana came to the Broad School in 1994 after being a faculty member at the University of Michigan. He is the A.J. Pasant Endowed Chair Professor in Finance. He was recognized in 2000 by *Business Week* as the "favorite faculty member" and his course, Corporate Financial Strategies, was recognized as the "most favorite course." He has additionally been honored as an "Outstanding Professor" by Broad MBA students in the years 2002, 2004, 2006, 2007, 2009, and 2010. Dr. Khanna actively publishes articles in top finance and economic journals such as the *Journal of Economic Theory*, *Rand Journal of Economics*, *Journal of Finance*, *Review of Financial Studies*, and *Journal of Financial Economics*. His areas of expertise are mergers and acquisitions, insider trading, information cascades, incentive contracts, product market competition, board of directors, short selling, and feedback effect of stock prices.

NAME: Irina Kozlenkova

TITLE/AFFILIATION: Assistant Professor of Marketing, MSU

EDUCATION: PhD, University of Missouri

PROFESSIONAL EXPERIENCE: Irina Kozlenkova is Assistant Professor of Marketing at the Eli Broad College of Business. Her research interests include business-to-business relationships, services marketing, and cross-cultural marketing challenges. Currently she is working on a few projects dealing with causes of relationship deterioration between business partners and remedying strategies. She is also investigating the impact of cross-cultural differences on business-to-business relationships. Additionally, Dr. Kozlenkova is working on projects in the healthcare setting with vast marketing and public policy implications.

Biographies of Personnel

EXHIBIT 18

NAME: Patricia Marin

TITLE/AFFILIATION: Assistant Professor, Educational Administration, MSU

EDUCATION: PhD, University of Maryland

PROFESSIONAL EXPERIENCE: Patricia Marin is an Assistant Professor of Higher, Adult, and Lifelong Education. She is currently studying the changing nature of Hispanic-serving institutions and her other research interests focus on higher education and issues of inclusion and equity for underrepresented students. Her work examines issues relating to diversity, affirmative action, and college access. Before becoming a faculty member at MSU, she served as Associate Director of the University of California Educational Evaluation Center and also worked for The Civil Rights Project at Harvard University and the American Council on Education in Washington, D.C.

NAME: Assefa Mehretu

TITLE/AFFILIATION: Interim Director, MSU African Studies Center

EDUCATION: PhD, John Hopkins University;
BA, Haile Sellassie I University

PROFESSIONAL EXPERIENCE: Assefa Mehretu is the Interim Director of the African Studies Center. He is originally from Ethiopia and has conducted research in the country, in addition to Burkina Faso, Guinea Bissau, and Zimbabwe. Dr. Mehretu has been with MSU since 1977 and has recently taught courses in geography, regional development, economic geography, location theory, and integrative studies in social science. He has directed the Rome Social Science Program in Italy since 1992. Prior to coming to MSU, he served as Assistant Professor in the Department of Geography at Addis Ababa University in Ethiopia and later became the Chairperson in that department. In addition, he served as the Director of the Institute of Development Research at Addis Ababa University for four years. His research interests are in African development, regional development, and theories and patterns of socioeconomic marginalization in the U.S., with particular reference to Michigan. Dr. Mehretu has held research fellowships from the Ford Foundation, Rockefeller Foundation, the Fulbright Senior Scholar Award, and various MSU research grants which have helped to fund sabbaticals and field work in Ethiopia and Zimbabwe. He has published numerous books, chapters, journal articles, and segments for various encyclopedias.

Biographies of Personnel

EXHIBIT 18

NAME: Jeannette A. Mena

TITLE/AFFILIATION: Assistant Professor of Marketing, University of South Florida

EDUCATION: PhD, Marketing, MSU; MIB, Florida International University; BBA, MBA, University of Puerto Rico

PROFESSIONAL EXPERIENCE: Jeannette A. Mena is Assistant Professor of Marketing at the University of South Florida. Her research primarily focuses on marketing strategy, international marketing, and supply chain management. Dr. Mena's research has been published in several publications, including the *Journal of International Business Studies*, *Academy of Management Journal*, and *Journal of the Academy of Marketing Science*, among others. Mena earned a PhD in Marketing, with an International Business minor, from the Eli Broad Graduate School of Management at Michigan State University. While working toward her PhD, she was involved with The PhD Project, an organization dedicated to supporting minorities in attaining their business PhD. Presently, as a professor, she mentors potential and current PhD students as they pursue their educational and professional goals.

NAME: Frank Mortl

TITLE/AFFILIATION: President/CEO, Michigan Oil and Gas Association

EDUCATION: MBA, Central Michigan University; BS, Northern Michigan University

PROFESSIONAL EXPERIENCE: Frank L. Mortl has served as President/CEO of the Michigan Oil and Gas Association (MOGA) since 1971. MOGA, organized in 1934, represents the exploration, drilling, production, transportation, processing, and storage of crude oil and natural gas in the State of Michigan. Included among many significant accomplishments under his administration is having been instrumental in establishing the then nation-unique Michigan Natural Resources Trust Fund, which uses oil and gas royalties and lease bonus money paid to the state to acquire and improve Michigan's environment and improve outdoor recreation throughout the state. Prior to leading MOGA, Mortl was in auto industry management from 1967 to 1971.

Biographies of Personnel

EXHIBIT 18

NAME: William Motz

TITLE/AFFILIATION: Professor of Marketing, Lansing Community College

EDUCATION: MBA, BA, Michigan State University

PROFESSIONAL EXPERIENCE: Bill Motz is a business Professor at Lansing Community College where he has taught since 1976. He teaches International Business, Principles of Marketing, Managerial Marketing, and Internet Marketing. He serves as Co-Chair of the Global Business Club of Mid-Michigan. He has been a member of NASBITE, and he also serves as the Business Chair for the Michigan Community Colleges Trends Conference. He has earned the Certified Marketing Executive (CME) designation from SMEI. Motz's recognition includes being selected as the 1990 Lansing Community College Distinguished Faculty. He was honored as Michigan Community Colleges Outstanding Occupational Educator in 1991. In 1993, the Michigan Business Education Association selected Motz as the Master Teacher of Post-Secondary Business Educators. He was selected as Faculty of the Year by students in the Business Division in 2008. Motz is a member of the American Marketing Association and has served three terms on the Collegiate Chapter Council. He has served as Vice President for Collegiate Chapters Council for the AMA, overseeing 320 chapters and 14,000 collegiate members across North America. He is faculty advisor for the LCC American Marketing Association, which was Named International Collegiate Chapter of the Year for 2004-2005, the third time LCC was recognized for their long-term accomplishments during the past 15 years. This competition includes primarily four-year colleges and universities. The Chapter finished second in 2007-2008. Motz has assisted the LCC Business Development Center as a consultant for the past 20 years and has taught a number of small business seminars.

NAME: Adriana Rasche Phelan

TITLE/AFFILIATION: Vice President, Michigan Community College Association

EDUCATION: PhD, University of Michigan; MA, University of South Carolina; BA, Alma College

PROFESSIONAL EXPERIENCE: Dr. Phelan came to the MCCA from the Corporation for a Skilled Workforce (CSW), a national policy and consulting firm on workforce development. As a Senior Policy Associate at CSW, she worked with state agencies and conducted research and analysis for national projects related to higher education and workforce policy. Dr. Phelan's background also includes administrative and teaching experience with the University of Michigan, where she earned PhD in Higher Education Administration/Public Policy. She also holds an MA in Higher Education Administration from the University of South Carolina and a BA in Philosophy from Alma College.

Biographies of Personnel

EXHIBIT 18

NAME: Deanna Richeson

TITLE/AFFILIATION: Director, Export Strategy,
Michigan Economic Development Council

EDUCATION: BA, University of Texas – Austin

PROFESSIONAL EXPERIENCE: Deanna Richeson is the Director of Export Strategy for the Michigan Economic Development Council (MEDC). As the Director, Deanna leads collaboration with strategic partners in an effort to promote export opportunities and increase awareness with direct companies in order to appropriate adequate export assistance resources. Since joining the MEDC in 1993, she has served as the Managing Director of the Export Program, International Trade Specialist, National Account Manager, Procurement Technical Assistance Center (PTAC) Program Manager, Defense Center Deputy Director, and Director of Centers of Energy Excellence. Prior to working for the state, Deanna spent 10 years managing a small private company in the Lansing area.

NAME: Catherine Ryu

TITLE/AFFILIATION: Associate Professor of Japanese Literature
and Culture, MSU

EDUCATION: PhD, University of Michigan

PROFESSIONAL EXPERIENCE: Catherine Ryu is currently an Associate Professor of Japanese Literature and Culture in the Department of Linguistics & Germanic, Slavic, Asian and African Languages in the College of Arts and Letters. She received her PhD from the University of Michigan in Asian Languages and Cultures: Japanese. Her research and teaching interests include areas such as classical Japanese (Heian Women's Literature), Zainichi bungaku, gender studies, Korean culture and literature, colonial/postcolonial studies, film studies (East Asia), Japanese theater, visual culture, and Japanese language, global studies, and digital humanities.

Biographies of Personnel

EXHIBIT 18

NAME: AnnMarie Schneider

TITLE/AFFILIATION: Director, Legislative Leadership Program, Institute for Public Policy and Social Research, MSU

EDUCATION: MS, University of Louisville; BA, Bellarmine University

PROFESSIONAL EXPERIENCE: AnnMarie Schneider has over 20 years of experience in communications, public policy, and government relations. She played a key role in the development of the Legislative Leadership Program at MSU's Institute for Public Policy and Social Research (IPPSR) and currently serves as the Director while also charged with institute-wide program planning and policy education. Schneider has more recently directed the Canadian Studies Center at MSU. Among her current appointments, she serves as Vice President for the Midwest Association of Canadian Studies, advisory board member to both the Center for Economic and Community Development and the Michigan Political Leadership Program, and Vice Chair of the Great Lakes International Trade and Transport Hub Initiative. Earlier in her career, she taught at Catherine Spalding University and served as a speech pathologist for Humana Inc. Hospitals, the University of Louisville Medical Clinic, and Kentucky's public schools. She has served on numerous non-profit advisory boards and has received special recognition for her work in public education, government relations, and local community work.

NAME: Jean Schtokal

TITLE/AFFILIATION: Attorney, Foster, Swift, Collins & Smith, P.C.

EDUCATION: JD, Wayne State University Law School;
AB, University of Michigan

PROFESSIONAL EXPERIENCE: Jean Schtokal is a shareholder in the law firm of Foster, Swift, Collins & Smith, P.C., in Lansing, Michigan, and practices primarily in domestic and foreign business transactions, including export of U.S. Munitions List, articles, technology, and services. Schtokal is involved in the community as a member and Chair of the U.S. District Export Council for West Michigan and was named as one of the Best Lawyers in America in 2014 (International Trade and Finance Law). She was also named one of Michigan Lawyers Weekly Women in the Law for 2013. She serves as Council Co-Chair of the Global Business Club of Mid-Michigan.

Biographies of Personnel

EXHIBIT 18

NAME: Robert Selig

TITLE/AFFILIATION: President/CEO, Capital Region International Airport

EDUCATION: BA, Nazareth College

PROFESSIONAL EXPERIENCE: Robert Selig has served as Executive Director of the Capital Regional International Airport in Lansing, Michigan, since 2002. Prior to this position he was Executive Director of Rickenbacker Port Authority in Columbus, Ohio, and he has more than 25 years of airport experience in Kalamazoo, Michigan, Missouri, North Dakota, and Nebraska. Selig also boasts four years of service in the United States Air Force.

NAME: Sandhya Shanker

TITLE/AFFILIATION: Academic Specialist,
MSU Center for Language Teaching Advancement

EDUCATION: MA, University of Illinois at Urbana-Champaign

PROFESSIONAL EXPERIENCE: Sandhya Shanker is an Academic Specialist at the Center for Language Teaching Advancement at Michigan State University. Her work primarily focuses on coordinating language programs for all age groups, from children to adults. She has been involved with pre-college and enrichment programs (specifically related to languages) from 2008 as instructor, curriculum developer, as well as administrator. As instructor, she has designed and led the French for Kids, French for Teens, and French for Adults programs. She also developed and is currently leading a two-year intensive French program (LEAF) for high-achieving middle and high school students through the Gifted & Talented Education unit at Michigan State University. As curriculum developer, she has developed a common curriculum for the Kids and Preschool language programs at the CeLTA Language School at Michigan State University. She has also developed and taught a French workshop for students of finance to prepare them for a study abroad program in Belgium. As administrator, she has conducted training sessions for teachers and volunteers in the CeLTA Language School. Prior to being an Academic Specialist, Sandhya served as Coordinator for the lower-division French program in the Department of Romance & Classical Studies at Michigan State University.

Biographies of Personnel

EXHIBIT 18

NAME: Sten Sjöberg

TITLE/AFFILIATION: Chief Operating Officer, Demmer Corporation

EDUCATION: BS, Lund University, Sweden

PROFESSIONAL EXPERIENCE: Sten Sjöberg serves as Chief Operating Officer for Demmer Corporation, a Lansing-based company with fabricating and machining expertise of metal and composite products for various industries. Prior to holding this position, Sjoberg served as President and CEO of Gestamp U.S. Hardtech, Inc. He is a former board member of the Lansing Regional Chamber of Commerce and has been heavily involved in the Capital Choice Partnership, which aims to bolster the local economy by attracting companies to the mid-Michigan region. Sjöberg has received numerous manufacturing awards including Michigan Manufacturer of the Year in 2005 and the 2005 Michigan Safety and Health Achievement Award from the Michigan Occupational & Safety Health Administration.

NAME: Carol Stax-Brown

TITLE/AFFILIATION: President, Community Colleges for International Development (CCID)

EDUCATION: PhD, University of Georgia; MA, Quinnipiac University; RSA CELTA Certification, University of Cambridge

PROFESSIONAL EXPERIENCE: Carol Stax-Brown is President of Community Colleges for International Development (CCID), a position she has held since 2008. CCID is a non-profit, international membership organization supporting community and technical colleges as they advance their internationalization initiatives and develop a globally-competent workforce. Prior to accepting the presidency of CCID, Dr. Stax-Brown was the National Director of the U.S. Department of State's Community College Initiative. She has also served as Campus Director of Lanier Technical College (Georgia). Dr. Stax-Brown earned her doctorate from the University of Georgia, where she focused on workforce education.

Biographies of Personnel

EXHIBIT 18

NAME: Volodymyr Tarabara

TITLE/AFFILIATION: Associate Director, Environmental Science & Policy Program, MSU; Associate Professor, Department of Civil and Environmental Engineering, MSU

EDUCATION: PhD, Rice University

PROFESSIONAL EXPERIENCE: Volodymyr Tarabara is the Associate Director of the Environmental Science and Policy Program and an Associate Professor in the Department of Civil and Environmental Engineering at MSU. Research in Dr. Tarabara's group is within the broadly defined area of water quality engineering with emphases on membrane separation processes and materials science of synthetic membranes. He is a Co-Director of an NSF Partnership for International Research and Education project, which includes a graduate certificate program "Water and Global Commerce: Engineering Sustainable Solutions." Dr. Tarabara currently serves as an Associate Editor of the *ASCE Journal of Environmental Engineering* and is a co-Editor-in-Chief of the *Encyclopedia of Membrane Science and Technology* published by John Wiley & Sons in 2013. He is a recipient of several awards including the 2011 Paul L. Busch Award from the Water Environment Research Foundation and the 2010 John K. Hudzik Emerging Leader in Advancing International Studies and Programs award, and he was selected as a 2009 Lilly teaching fellow.

NAME: Marc Thomas

TITLE/AFFILIATION: Global Learning Coordinator and Professor, Lansing Community College

EDUCATION: MS, University of Illinois; Master of Public Administration, Western Michigan University; BA, Spring Arbor University

PROFESSIONAL EXPERIENCE: Marc Thomas has served as Global Learning Coordinator for Lansing Community College (Michigan) since 2009. His responsibilities include coordinating international academic and corporate partnerships, directing study abroad programming, fostering internationalizing of the campus, and leading efforts to identify student global competencies for each academic program of the college. His area of international specialty is Japan, where he coordinates partnerships with the University of Shiga Prefecture, the Otsu City Board of Education, and the Biwako Kisen Company of Shiga. These partnerships allow for rich student exchanges, where LCC students who study abroad in Shiga interact regularly with the Japanese university students who study at LCC. Professor Thomas continues his appointment in the LCC Social Science and Humanities Department, where he has taught political science courses since 2002. He is currently enrolled in the Ferris State University Doctorate in Community College Leadership (EdD) program.

Biographies of Personnel

EXHIBIT 18

NAME: Robert L. Trezise

TITLE/AFFILIATION: CEO and President
Lansing Economic Area Partnership (LEAP)

EDUCATION: Master of Public Administration, Western Michigan University; BA, James Madison College

PROFESSIONAL EXPERIENCE: Since 2011, Robert Trezise has served as President and CEO of the Lansing Economic Area Partnership (LEAP). Prior to coming to LEAP, Mr. Trezise was President and CEO Of the Lansing Economic Development Corporation (LEDC), serving as manager of both the Tax Increment Finance Authority (TIFA) and the Lansing Brownfield Redevelopment Authority (LBRA) since Lansing's Mayor Bernero came to office in 2006. In 2001, he was hired as a corporate employee to the State of Michigan's Michigan Economic Development Corporation (MEDC), to create the state's first downtown/community development department called the Community Assistance Team (CATeam). Trezise started his career with Delta Township by establishing and operating their economic development program. He later spent two years as the Vice President for the Lansing Regional Chamber of Commerce and ran their privately funded economic development and marketing program, Capital Choice.

NAME: Jeremy Wilson

TITLE/AFFILIATION: Associate Director of Research, College of Social Science, MSU School of Criminal Justice

EDUCATION: PhD, Ohio State University; MA, Indiana University

PROFESSIONAL EXPERIENCE: Jeremy Wilson is the Associate Director of Research and Associate Professor of the School of Criminal Justice at MSU. At MSU he has also founded and directs the Center for Anti-Counterfeiting and Product Protection (A-CAPP) in addition to the program on Police Consolidation and Shared Services (PCaSS). He has been the Willett Chair in Public Safety in the Center for Public Safety at Northwestern University. In addition to his police research, he has served as an instructor for numerous law enforcement training programs across the U.S. His collaboration with police agencies, corporations, communities, task forces, and governments both nationally and globally has led to a variety of projects sponsored by the U.S. Congress, Department of Justice, and numerous smaller institutions. His research and commentary have been featured in books, professional journals, and Congressional testimony.

Biographies of Personnel

EXHIBIT 18

NAME: Robert Wiseman

TITLE/AFFILIATION: Eli Broad Fellow of Management,
Professor and Chair, MSU Department of Management

EDUCATION: PhD, University of Minnesota; MBA, University of Wisconsin – Milwaukee; BBA, University of Wisconsin – La Crosse; AA, Austin Community College

PROFESSIONAL EXPERIENCE: Professor Wiseman is the Eli Broad Legacy Fellow of Management as well as a Professor and Chairperson for the Management Department. Prior to joining Michigan State University, he taught as an Assistant Professor at Arizona State University. His research focuses upon strategic risk taking and executive compensation and has been published in the *Academy of Management Journal*, the *Academy of Management Review*, *Strategic Management Journal*, *Organization Science*, *Journal of Management*, *Journal of Management Studies*, *Journal of Organizational Behavior*, and *Journal of Economic Behavior and Organizations*. He has also served on editorial boards for *Academy of Management Journal*, *Strategic Management Journal*, and *The Journal of High Technology Management Research*, winning several distinguished reviewer awards and a best paper award from the Academy of Management.

NAME: Jamie Zmitko-Somers

TITLE/AFFILIATION: Manager, International Marketing Programs,
Michigan Department of Agriculture

EDUCATION: MA, Central Michigan University; BA, Michigan State University

PROFESSIONAL EXPERIENCE: Jamie Zmitko-Somers is the International Marketing Manager with the Michigan Department of Agriculture. She regularly assists Michigan companies wishing to export and puts companies in touch with potential buyers by organizing trade missions, buyer's missions, and Michigan Pavilions at various trade shows. She began working for the Department in 1997 as a Student Assistant and Lab Technician and became the Manager of International Marketing Programs in 2001. She earned her Bachelor's in Business Administration/Pre-law at Michigan State University in 2000 and received an MA in General Business at Central Michigan University in 2010.

Other Narrative
Supplemental Materials

7. Budget Notes

Exhibit 19: Budget Notes

MICHIGAN STATE
UNIVERSITY

Exhibit 19

Budget Notes EXHIBIT 19

As explained in Section 6 of the Application Narrative (Adequacy of Resources), Michigan State University's CIBER relies upon federal funding and considerable matching contributions from MSU's Office of the Provost, VP for Research, and the Dean's Office in the Broad College of Business for project development and implementation. MSU's investment in CIBER is in the form of cash and in-kind match (personnel, operating budget, facilities, equipment, and supplies). Every federal dollar has been allocated towards new activities that are strategically planned to be sustainable. The proposed budget indicates that each federal dollar will be matched by about two institutional dollars. Indeed, the federal match does not exceed 32 percent of the total project cost in any year. Cash match for MSU amounts to $500,000 per year ($2 million over the grant cycle). The total match – cash plus in-kind (including salaries and fringe benefits of key personnel and staff exceeds $680,000 per year (or some $2.8 million over the grant cycle). A detailed budget with the institutional contributions is presented in Budget Narrative section of the proposal.

EXHIBIT 6 provides a summary of each activity within ten Project Goal Areas (i.e., Projects 1a to 10d), a basic timeline of implementation, and the individual(s) responsible for the evaluation of each category of activities as well as the individual(s)/unit(s) responsible for the implementation of each activity. The detailed budget follows this outline; it is categorized according to the budget categories in the Standard Budget Sheet ED 524. The expenditures occurring in the indicated grant year(s) for a particular project is reflected in EXHIBIT 6 in the year of the implementation column.

Additionally, as explained in Section 7 (Quality of Project Evaluation), MSU's project performance is assessed at four different levels (i.e., U.S. Department of Education, university, college, and center levels). These assessment levels range from macro to micro in scope and use quantitative and qualitative data for input in a formative and summative manner. Particular attention has been placed on the "CIBER Performance Measure Form" (PMF); the current measures in the IFLE International Resource Information System (IRIS) system; and the GPRA Measures 1, 2, and 3 (focusing on professional advancement; internationalized programs; and export activities). The project directors and staff, external evaluators/consultants, and responsible parties contribute their time for collection of quantitative and qualitative evaluation data on a regular basis. The 2-to-1 match contributions from MSU also include the evaluation component of the proposal. The fine-grained detail of performance evaluation is included in the "CIBER Performance Measure Form (PMF)" in EXHIBIT 20 for each proposed activity.

Furthermore, MSU's Office of Sponsored Programs Administration employs rigorous administrative tools that are used for budgeting salaries and fringe benefits for faculty and staff employees at Michigan State University. In an effort to allocate the cost of fringe benefits more realistically, the specific identification of fringe benefits system went into effect on July 1, 2004. Under this system, costs are specifically identified into four categories and accounts will be charged only to the extent that an employee receives, or in the case of health care is eligible to receive, those benefits. Detailed information regarding MSU regulations and budgeting practices can be found at http://www.cga.msu.edu/.

Project Narrative
Supplemental Materials

8. Evaluation Plan

Exhibit 20: CIBER Performance Measure Form (PMF)
Exhibit 21: IRIS Measures Aligned with MSU Goal Areas

MICHIGAN STATE
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Exhibit 20

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

Notes for the PMF:

For the 2014-2018 grant cycle, ED has created and OMB has approved, a new "CIBER Performance Measure Form" (PMF) consisting of 7 data points of information: (1) project goal statement, (2) performance measures, (3) activities, (4) data/indicators, (5) frequency, (6) data source, and (7) baseline and targets by year. Per the instructions in CFDA Number 84.220A, applicants are instructed to complete Items 1, 2, and 3 only as a part of the application (and are instructed to work with IFLE on PMF Items 4-7 after funding has been approved). MSU has adhered to this approach for each individual activity.

One additional aspect of the CIBER grant process in 2014 (CFDA Number 84.220A) is the newly created CIBER GPRA Measures 1, 2, and 3. These three measures are specific to the CIBER program. CIBER GPRA Measures 1, 2, and 3 are re-stated on the next three pages of this EXHIBIT 20 (pages 123-125), and the fields of PMF1, PMF 2, and PMF 3 have been populated to provide an overview of which of MSU's Project Categories (1a to 10d) have activities that address a certain CIBER GPRA Measure (i.e., 1, 2, and/or 3). All of the 61 Project Goal Areas and accompanying 229 activities (EXHIBIT 6) have been structured to address at least one of the three CIBER GPRA Measures for maximum national significance and importance/magnitude aligned with the intention of the CIBER grant program. In actuality, in many cases, Projects 1a to 10d address more than one of the CIBER GPRA Measures.

Following the strategic overview of PMF 1 to 3 for GPRA CIBER Measures 1, 2, and 3, MSU has created an extensive set of tables for Project Categories 1a to 10d and have populated PMF 1, PMF 2, and PMF 3 for each of the activities within each of the 61 projects. We have also worked through PMF 4-7 internally to ensure reliable and valid data can be obtained for all measures. Also, EXHIBIT 21 includes how MSU incorporates the U.S. Department of Education's IFLE IRIS (International Resource Information System) measures in direct correspondence to the proposed activities in the 61 Project Groups categorized into 10 Project Goal Areas.

The collective summary of the content in Section 7 of this Application Narrative, along with the information provided in EXHIBITS 20 and 21, establishes a comprehensive, reliable, and valid approach to performance measurement of MSU's proposed CIBER projects for 2014-2018. The majority of Project Goal Areas have more than one goal while some have specific single goals, and some projects fulfill multiple objectives and are cross-listed in those cases.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

CIBER GPRA Measure 1

PMF 1: Project Goal Statement: From CFDA Number 84.220A, the overarching goal, as related to CIBER GPRA Measure 1, is to develop and implement projects that allow program participants to advance in their professional field within two years after their participation.	
PMF 2: Performance Measures	**PMF 3: Activities (From Section 1, Exhibit 6 & Exhibit 20)**
Percentage of CIBER program participants who advanced in their professional field 2 years after their participation. [from OMB No. 1840-0616, page 61]	From Section 1 (and EXHIBIT 6), the following proposed Project Categories by Michigan State University have activities that significantly address the new CIBER GPRA Measure 1: Projects 1a, 1c, 1d, 2a, 2c, 2d, 3a, 3d, 3e, 4b, 4c, 4d, 4e, 5c, 5e, 5f, 6b, 6f, 6i, 7a, 7b, 8a, 8b, 8c, 8d, 8e, 8f, 8h, 8j, 8l, 10a, and 10c The specifics of these activities (PMF 3) as well as collection and reporting of data are addressed in the subsequent parts of the PMF, pages 126-160.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

CIBER GPRA Measure 2

PMF 1: Project Goal Statement: From CFDA Number 84.220A, the overarching goal, as related to CIBER GPRA Measure 2, is to develop and implement projects that establish or internationalize a concentration, degree, or professional program with a focus on or connection to international business over the course of the CIBER grant period (long-term measure).	
PMF 2: Performance Measures	**PMF 3: Activities (From Section 1, Exhibit 6 & Exhibit 20)**
Percentage of CIBER projects that established or internationalized a concentration, degree, or professional program with a focus on or connection to international business over the course of the CIBER grant period (long-term measure). [from OMB No. 1840-0616, page 61]	From Section 1 (and EXHIBIT 6), the following proposed Project Categories by Michigan State University have activities that significantly address the new CIBER GPRA Measure 2: Projects 1a, 1b, 1e, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 4f, 5f, 5g, 6b, 6c, 6d, 6e, 6h, 6i, 6j, 6k, 8a, 8b, 8c, 8d, 8e, 8h, 8i, 8j, 8k, 10a, 10b, 10c, and 10d. The specifics of these activities (PMF 3) as well as collection and reporting of data are addressed in the subsequent parts of the PMF, pages 126-160.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

CIBER GPRA Measure 3

PMF 1: Project Goal Statement: From CFDA Number 84.220A, the overarching goal, as related to CIBER GPRA Measure 3, is to develop and implement projects that facilitate businesses nationwide (and from Michigan) to increase exporting activities annually.	
PMF 2: Performance Measures	**PMF 3: Activities (From Section 1, Exhibit 6 & Exhibit 20)**
Percentage of CIBER projects whose business industry participants increased export activities. [from OMB No. 1840-0616, page 61]	From Section 1 (and EXHIBIT 6), the following proposed Project Categories by Michigan State University have activities that significantly address the new CIBER GPRA Measure 3: Projects 1c, 1d, 2d, 3a, 3b, 3e, 4a, 4b, 5a, 5b, 5d, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 8g, 9a, 9b, 9c, 9d, 9e, and 10a. The specifics of these activities (PMF 3) as well as collection and reporting of data are addressed in the subsequent parts of the PMF, pages 126-160.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF for Project Categories 1a to 10d

PMF 1: Project Goal Statement 1a (Curriculum Internationalization): Increase the number of courses/students who graduate with business language expertise, interdisciplinary international expertise, and international business expertise by 10 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Create and offer courses in (1) Business Japanese and (2) Business Chinese for business and language students; increase by 10 percent annually the students in these courses.	(A.1) Recruit Japanese/Chinese language instructors to develop the business-language courses' focus on Japanese and Chinese (A.2) Recruit business and language students to enroll in advanced level courses.
(B) Create and offer international interdisciplinary studies which incorporate language and/or international studies in business; increase by 10 percent annually the students in these courses.	(B.1) Identify faculty in business, languages, and/or international studies to develop interdisciplinary courses for business students (B.2) Recruit business students to enroll in advanced level courses.
(C) Create and offer the online Master of Science in International Business (MIBS) targeted to non-business bachelor's students; increase by 25 annually the number of students in the MIBS program.	(C.1) Develop the Master of Science in International Business for non-business students. (C.2) Recruit qualified professors for the development and implementation of the courses. (C.3) Recruit non-business Bachelors nationwide (e.g., STEM, international/area studies).

Project Goal Statement 1b (Interdisciplinary Study Abroad): Increase the number of interdisciplinary courses on "Business and Culture" by 7 courses during the four-year grant period (for undergraduates, graduate students, and faculty from community colleges and MSIs) (see Project 1b in EXHIBIT 6 for the 7 courses).	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by one course annually the number of new study abroad courses established on "Business and Culture" for undergraduates.	(A.1) Establish "Business and Culture" courses for undergraduates for Spain in 2015 and 2017 (A.2) Establish "Business and Culture" courses for undergraduates for India for 2016 and 2018 (A.3) Establish "Business and Culture" courses for undergraduates for Chile/Peru for 2018
(B) Increase by one course annually (in 2016-2018) the number of new study abroad courses established on "Business and Culture" for graduate students.	(B.1) Establish "Business and Culture" courses for graduate students for SE Asia for 2016 and 2017 (B.2) Establish "Business and Culture" courses for graduate students for Sub-Saharan Africa for 2017 and 2018

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

Project Goal Statement 1b (Interdisciplinary Study Abroad): Increase the number of interdisciplinary courses on "Business and Culture" by 7 courses during the four-year grant period (for undergraduates, graduate students, and faculty from community colleges and MSIs) (see Project 1b in EXHIBIT 6 for the 7 courses).	
PMF 2: Performance Measures	**PMF 3: Activities**
(C) Increase by one course annually (in 2017-2018) the number of new study abroad courses established on "Business and Culture" for faculty at community colleges.	(C.1) Establish a "Business and Culture" course for faculty at community colleges for Southeast Asia for 2017 (C.2) Establish a "Business and Culture" course for faculty at community colleges for Sub-Saharan Africa for 2018
(D) Increase by one course annually (in 2017-2018) the number of new study abroad programs established on "Business and Culture" for faculty at minority-serving institutions.	(D.1) Establish a "Business and Culture" course for faculty at minority-serving institutions for Southeast Asia for 2017 (D.2) Establish a "Business and Culture" course for faculty at minority-serving institutions for Sub-Saharan Africa for 2018

PMF 1: Project Goal Statement 1c (International Business Internships): Increase the number of international business internships available to students by 150 annually by engaging with companies and associations.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent annually the number of strategic partnerships formulated with businesses and industry associations to develop international business internships.	(A) Recruit and form internationally oriented internship partnerships with (1) businesses in the Midwest U.S. region and (2) national industry associations.
(B) Increase by 20 percent annually the number of internationally oriented internships from the companies engaging in the Michigan Export Growth Program.	(B) Capitalize on the "goodwill" created in the Michigan Export Growth Program to enlist a significant number of those companies offered pro bono services to provide an internationally oriented internship (instead of a consulting fee).
(C) Create and offer an annual workshop jointly with the Academic Internship Council on global internships for the purpose of best practices learning.	(C) Develop and deliver learning colloquia with the Academic Internship Council and MSU's Office of Study Abroad at the Global Internship Conference.
(D) Increase by 10 percent annually the number of users (students, companies) utilizing the globalEDGE International Internship Directory.	(D) Utilize the existing globalEDGE International Internship Directory as a platform to engage companies and students via a two-way interchange for internship placements.
(E) Increase by 10 percent annually the number of new international business internships for graduate/undergraduate students.	(E) Cultivate the MSU alumni network and strategic partners in the 176 countries in which MSU has activity for international business internship creation.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 1d (Business Executives-in-Residence): Establish three rotating internationally oriented business executives-in-residence to visit MSU's Broad College of Business annually and engage with undergraduate and graduate students in international business and trade.	
(A) Increase by 25 percent biennially the number of internationally oriented business executives-in-residence.	(A) Identify and invite C-suite business executives working in or just retired from U.S. companies to serve as Professors of Practice in MSU's Broad College of Business.
(B) Increase by 10 percent annually the number of students exposed to internationally oriented business executives-in-residence.	(B) Integrate sessions by business executives-in-residence into core business courses (e.g., International Business, International Finance, International Marketing, International Management, International Supply Chain Management, International Accounting).

PMF 1: Project Goal Statement 1e (International Business Organization): Increase participation by 40 percent among undergraduate students at MSU in the International Business Organization during the four-year grant cycle.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent annually the number of students, on average, attending the monthly events of the International Business Organization.	(A.1) Facilitate the identification of speakers and activities jointly with the IBO leadership (A.2) Provide financial support for the activities of IBO.
(B) Increase by 20 percent annually the number of regional businesspeople who are guest speaking at and visiting the regular events of the International Business Organization.	(B) Identify regional businesspeople who can guest lecture and/or provide learning as a part of the International Business Organization's activities.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 2a (Development of Business Languages): Increase the number of students who are proficient in business languages by 10 percent and increase the number of language faculty equipped to teach business language courses by 25 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Create and offer courses in (1) Business Japanese and (2) Business Chinese for business and language students; increase by 10 percent annually the students in these courses.	(A.1) Recruit Japanese/Chinese language instructors to develop the business-language courses' focus on Japanese and Chinese (A.2) Recruit business and language students to enroll in advanced level courses.
(B) Increase by 25 percent annually the number of faculty development grants provided to a faculty to develop a business language course at (1) a community college, (2) a minority-serving institution, or (3) a four-year university.	(B) Identify and support faculty in languages to develop business language courses at (1) community colleges, (2) minority-serving institutions, and (3) four-year universities.

PMF 1: Project Goal Statement 2b (Resource Center for Business Language Teaching): Develop a Resource Center for Business Language Teaching to increase the expertise of language faculty, international studies faculty, and practicing businesspeople.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 25 percent annually the number of language faculty who use the Resource Center for Business Language Teaching in teaching business languages.	(A) Offer joint business language workshops and resources to language faculty, international studies faculty, and businesspeople in (1) Business Japanese and (2) Business Chinese.
(B) Increase by 10 percent annually the number of international studies faculty who use the Resource Center for Business Language Teaching in teaching international studies courses.	(B) Offer joint business language workshops and resources to language faculty, international studies faculty, and businesspeople in (1) Business Japanese and (2) Business Chinese.
(C) Increase by 10 percent annually the number of businesspeople who use the Resource Center for Business Language Teaching in understanding a language for their business purposes.	(C) Offer joint business language workshops and resources to language faculty, international studies faculty, and businesspeople in (1) Business Japanese and (2) Business Chinese.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 2c (Business Language Research Fund): Establish a Business Language Research Fund and support one dissertation and one faculty-led business language project annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by one project annually the number of faculty research projects supported on business languages.	(A) Identify and support language faculty in researching business languages.
(B) Increase by one project annually the number of doctoral student research projects supported on business languages.	(B) Identify and support language doctoral students in researching business languages.

PMF 1: Project Goal Statement 2d (Interdisciplinary Faculty and Student Programs): Increase the development and implementation of interdisciplinary faculty and student programs by 10 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Establish and then increase by 10 percent annually the number of projects conducted in collaboration with the Community Colleges for International Development (CCID).	(A) Create, support, and publish (1) a white paper series on internationalization at community colleges, (2) industry reports, and (3) benchmarking studies.
(B) Create and then increase by 10 percent annually the number of language faculty attending the Business Language Institute for Community College Faculty.	(B) Recruit faculty leaders and community college participants to attend the LBI via promotion with partners and at community college events.
(C) Increase by 10 percent annually the number of faculty and students attending the A-CAPP workshop on anti-counterfeiting and product protection.	(C) Co-sponsor and facilitate the A-CAPP workshop on anti-counterfeiting and product protection
(D) Increase by 25 percent the number of businesspeople and local professionals attending the Global Business Club of Mid-Michigan.	(D) Recruit keynote speakers and workshop leaders to the Global Business Club of Mid-Michigan to engage the mid-Michigan business and economic development communities.
(E) Increase by 20 percent the number of attendees at World Languages Day (high school, community colleges).	(E) Plan and co-organize World Languages Day activities to attract high school teachers, students, and parents; and community college teachers and students.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 2d (Interdisciplinary Faculty and Student Programs): Increase the development and implementation of interdisciplinary faculty and student programs by 10 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(F) Create and then increase by 25 percent annually the number of people and organizations exposed to benchmarking report(s) by the Global Sustainability Center.	(F) Develop support in a multi-college structure for sustainability efforts of a global nature; gain commitments by administrators and faculty for participation.
(G) Increase by 10 percent annually the number of faculty attending the interdisciplinary faculty development programs jointly organized with MSU's Office of International Students and Scholars (OISS).	(G) Provide opportunities for interaction among international scholars at MSU and the campus community to engage on interdisciplinary international topics.
(H) Establish the CCGP and then increase by 2 community colleges percent annually the number of community colleges "consulted" with to facilitate their internationalization of business programs as a part of the Community College Growth Program (CCGP).	(H) In collaboration with strategic partners, develop and implement the CCGP, modeled after MSU's Michigan Export Growth Program. Provide benchmarking, customized analysis, and consulting assistance to community colleges in internationalizing their campuses.

PMF 1: Project Goal Statement 3a (Collaborations with NASBITE International): Engage in a strategic collaboration with NASBITE International to increase Michigan CGBP credentialed businesspeople by 10 percent annually and to offer one international business case competition for students annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 20 percent annually the number students attending the case study competition co-organized with NASBITE International annually.	(A) Create, organize, and implement a case study competition together with NASBITE International, and promote it to two- and four-year college student teams.
(B) Increase by 10 percent annually the number of Michigan businesspeople attending preparation training programs for the NASBITE Certified Global Business Professional (CGBP) credential.	(B) In a strategic alliance with NASBITE International, promote and support the CGBP credential, testing sites, and preparation training.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 3b (Global Business Club of Mid-Michigan): Engage the mid-Michigan business community in networking, learning, and exporting, with a target of increasing the number of people regularly attending the Global Business Club of Mid-Michigan by 25 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 25 percent annually the number of total businesspeople attending the Global Business Club of Mid-Michigan.	(A) Recruit keynote speakers, workshop leaders, and implement social media promotion for the Global Business Club of Mid-Michigan; offered 8 times per year.

PMF 1: Project Goal Statement 3c (Michigan and the World Coalition): Increase by 10 percent annually the number of pre-college students interested in studying international business, international studies, area studies, and/or business languages in college.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent annually the number of pre-college students attending and engaging in the Michigan and the World Coalition activities.	(A) Recruit speakers and workshop leaders for the activities of the Michigan and the World Coalition.

PMF 1: Project Goal Statement 3d (Collaboration with CCID): Develop and nurture a strategic alliance with Community Colleges for International Development to offer programming to internationalize community college campuses, programs, and courses, with the focus being on the number of projects conducted in strategic collaboration with CCID.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Create and offer the “On the Road” version of the International Business Institute for Community College Faculty; increase attendance annually by 25 percent.	(A) Identify local-host community colleges and offer a 2-day IBI in various locations nationwide four times per year. For 2015, the partners are: Tulsa Community College (Oklahoma), Northern Essex Community College (Massachusetts), and Casper Community College (Wyoming).
(B) Increase by 25 percent annually the number of white papers on important international learning issues on community colleges produced in collaboration with CCID.	(B) Create, support, and publish a white paper series on internationalization at community colleges in collaboration with Community Colleges for International Development.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 3d (Collaboration with CCID): Develop and nurture a strategic alliance with Community Colleges for International Development to offer programming to internationalize community college campuses, programs, and courses, with the focus being on the number of projects conducted in strategic collaboration with CCID.	
PMF 2: Performance Measures	**PMF 3: Activities**
(C) Create and implement an annual benchmarking study and report of internationalization at community colleges in collaboration with CCID.	(C) Create, support, and publish an annual benchmarking best-practice study of internationalization of business programs at community colleges.

PMF 1: Project Goal Statement 3e (Collaborations with Community Colleges, Universities, and Associations): Strategically leverage collaborations with community colleges, universities, and associations to offer CIBER programs with national significance, importance, and magnitude; increase participation of target groups by 10 percent annually during the four-year grant cycle.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent the number of faculty from community colleges who attend the International Business Institute for Community College Faculty.	(A) Organize the IBI and recruit faculty leaders and community college participants to attend the IBI via promotion with partners and at community college events.
(B) Create and offer the ADVANCED International Business Institute for Community College Faculty; increase attendance annually by 10 percent.	(B) Organize the AIBI and recruit faculty leaders and community college participants, mainly from previous Institutes, to attend the AIBI via promotion with partners and at community college events.
(C) Create and offer the Business Language Institute for Community College Faculty; increase attendance annually by 10 percent.	(C) Organize the BLI and recruit faculty leaders and community college participants to attend the BLI via promotion with partners and at community college events.
(D) Increase by 10 percent annually the number of page views on CIBERweb.msu.edu – the online portal for all CIBER universities' activities.	(D) Benchmark organization web sites, maintain cutting edge features, offer promotional platforms, and nurture the CIBER program jointly with the CIBER community.
(E) Maintain 75 faculty from minority-serving institutions participating in the Annual Globalizing Business Faculty Workshops.	(E) Strategically partner with universities involved in the Globalizing Minority-Serving Institutions Program, and lead two of the Annual Globalizing Business Faculty Workshops (finance, supply chain).

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 3e (Collaborations with Community Colleges, Universities, and Associations): Strategically leverage collaborations with community colleges, universities, and associations to offer CIBER programs with national significance, importance, and magnitude; increase participation of target groups by 10 percent annually during the four-year grant cycle.	
PMF 2: Performance Measures	**PMF 3: Activities**
(F) Increase by 25 percent annually (in 2016 and 2018) the number of doctoral students attending the Internationalizing Doctoral Education in Business (IDEB) in conjunction with the Academy of International Business (AIB) meeting.	(F) Co-organize and collaborate with the Academy of International Business and the Sheth Foundation to offer the Internationalizing Doctoral Education in Business program in 2016 and 2018.
(G) Create and offer the "Presidential Leadership on Internationalization Initiative" for Michigan's 28 community colleges (for Michigan's 28 community college presidents).	(G) Partner with the Michigan Community College Association on the development and implementation of the Presidential Leadership on Internationalization Initiative.
(H) Increase by 10 percent the number of faculty attending the annual Business Language Conference (which is co-organized by all CIBERs).	(H) Recruit faculty leaders and language faculty participants to attend the Business Language Conference via promotion with partners and at business/language events.
(I) Increase by 10 percent the number of businesspeople attending the Lansing Economic Club luncheons, on average, for each of the 9 events annually.	(I) Serve on the steering committee leadership for Lansing Chamber of Commerce's Lansing Economic Club, and actively be one of 8 strategic partners to promote topics of "international competitiveness" and business people's attendance.
(J) Increase by 10 percent the number of exporting programs engaged in as a part of the District Export Council each year (in total for both the East and West Michigan DECs).	(J) Facilitate exporting assistance via the East and West Michigan DECs to Michigan companies, primarily small and medium-sized companies, and develop/maintain both the East and West DECs' web sites.
(K) Increase by 5 percent the number of attendees at the annual meeting of the 27-member Pacific-Asian Consortium for International Business Education and Research (PACIBER).	(K) Participate in strategic planning, conference activities, and the Pacific-Asia certificate program for undergraduate students; and promote PACIBER in MSU's local serving region.
(L) Increase by 10 percent annually the number of faculty/students attending the A-CAPP workshop on anti-counterfeiting and product protection.	(L) Co-sponsor, facilitate promotion, and orchestrate logistics for the A-CAPP workshop on anti-counterfeiting and product protection.
(M) Increase by 10 percent annually the number of downloads of each interview segment, on average, on the globalEDGE Business Beat on the Michigan Business Network.	(M) Develop globalEDGE Business Beat and offer three to six 6.5-minute interview segments monthly; provide access to podcast version via AIB, globalEDGE, and East and West Michigan District Export Council web pages.
(N) Create and offer an annual workshop jointly with the Academic Internship Council on global internships.	(N) Develop and deliver learning colloquia with the Academic Internship Council and MSU's Office of Study Abroad at the Global Internship Conference.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 3e (Collaborations with Community Colleges, Universities, and Associations): Strategically leverage collaborations with community colleges, universities, and associations to offer CIBER programs with national significance, importance, and magnitude; increase participation of target groups by 10 percent annually during the four-year grant cycle.	
PMF 2: Performance Measures	**PMF 3: Activities**
(O) Create and offer the "On the Road" version of the International Business Institute for Community College Faculty; increase attendance annually by 25 percent.	(O) Identify local-host colleges and offer a 2-day IBI in various locations nationwide four times per year. For 2015, the partners are: Tulsa Community College (Oklahoma), Northern Essex Community College (Massachusetts), and Casper Community College (Wyoming).
(P) Increase by 3 community colleges annually that infuse "international entrepreneurship" into programs.	(P) Work with the National Association for Community College Entrepreneurship to recruit faculty and experts to co-design international entrepreneurship courses for community colleges.

PMF 1: Project Goal Statement 4a (Diagnostic Tools Teaching Modules): Conduct annual research designed to strengthen and improve the four globalEDGE Diagnostic Tools and develop/maintain interactive teaching modules for each tool, with each teaching module and case being developed sequentially for CORE, Partner, Distributor, and Freight Forwarder in 2015, 2016, 2017, and 2018.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Develop one hour-long teaching module for online use for CORE, including one practical case and instructor manual; increase online use/traffic for the teaching module by 10 percent annually starting 2015.	(A) Update the CORE (Company Readiness to Export) diagnostic tool via benchmarking research and offer a teaching module in an online format for faculty to use freely at community colleges and universities nationwide.
(B) Develop one hour-long teaching module for online use for Partner, including one practical case and instructor manual; increase online use/traffic for the teaching module by 10 percent annually starting 2016.	(B) Update the Partner (International Partner Selection) diagnostic tool via benchmarking research and offer a teaching module in an online format for faculty to use freely at community colleges and universities nationwide.
(C) Develop one hour-long teaching module for online use for Distributor, including one practical case and instructor manual; increase online use/traffic for the teaching module by 10 percent annually starting 2017.	(C) Update the Distributor (International Distributor Selection) diagnostic tool via benchmarking research and offer a teaching module in an online format for faculty to use freely at community colleges and universities nationwide.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 4a (Diagnostic Tools Teaching Modules): Conduct annual research designed to strengthen and improve the four globalEDGE Diagnostic Tools and develop/maintain interactive teaching modules for each tool, with each teaching module and case being developed sequentially for CORE, Partner, Distributor, and Freight Forwarder in 2015, 2016, 2017, and 2018.	
PMF 2: Performance Measures	**PMF 3: Activities**
(D) Develop one hour-long teaching module for online use for Freight Forwarder, including one practical case and instructor manual; increase online use/traffic for the teaching module by 10 percent annually starting 2018.	(D) Update the Freight Forwarder (International Freight Forwarder Selection) diagnostic tool via benchmarking research and offer a teaching module in an online format for faculty to use freely at community colleges and universities nationwide.

PMF 1: Project Goal Statement 4b (Online Course Modules): Benchmark the latest state-of-the-art in knowledge and skills needed to succeed in the global marketplace and offer free online learning modules on those topics, with an increase in traffic (page views) by 5 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Update 25 percent of the existing 65 online course modules on international business topics annually; increase use/traffic (page views) by 5 percent annually.	(A) Maintain the existing 65 online course modules to ensure up-to-date content and knowledge on survey topics in international business and doing business countries/regions.
(B) Develop three new online course modules annually; increase traffic (page views) by 5 percent annually.	(B) Develop new online course modules to ensure up-to-date content and knowledge for teachers and students on important international business topics.

PMF 1: Project Goal Statement 4c (Globalization of Community College Education): Offer a platform of internationalization at community colleges involving MSU-CIBER, MSU's College of Education, and Community Colleges for International Development, with the focus being on the number of projects conducted in this strategic collaboration.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Establish the strategic alliance with MSU's College of Education and Community Colleges for International Development (CCID) as part of the Globalization of Community College Education initiative.	(A.1) Nurture partners in MSU's College of Education (A.1) Nurture partners at Community Colleges for International Development (A.3) Establish priorities, working processes, and projects

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 4c (Globalization of Community College Education): Offer a platform of internationalization at community colleges involving MSU-CIBER, MSU's College of Education, and Community Colleges for International Development, with the focus being on the number of projects conducted in this strategic collaboration.	
PMF 2: Performance Measures	**PMF 3: Activities**
(B) Increase by 20 percent annually the publication output from the Globalization of Community College Education initiative.	(B.1) Create and publish a white paper series on internationalization at community colleges (B.2) Create and publish benchmarking studies on internationalization at community colleges

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 4d (Curriculum Development Grant Fund): Strengthen and improve the international aspects of business and professional education and promote integrated curricula at MSU and other universities; target 6 new courses.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Provide two curriculum development grants (in 2015 and 2017) for faculty at community colleges.	(A) Identify and support faculty from community colleges who can engage in increasing their expertise regarding curriculum development.
B) Provide two curriculum development grants (in 2016 and 2018) for faculty at minority-serving institutions.	B) Identify and support faculty from minority-serving institutions who can engage in increasing their expertise regarding curriculum development.
(C) Provide two curriculum development grants (in 2017 and 2018) for all university faculty and administrators.	(C) Identify and support university faculty (MSU and non-MSU) who can engage in increasing their expertise regarding curriculum development.

PMF 1: Project Goal Statement 4e (Dissertation Grants on Community Colleges): Fund one doctoral student annually in MSU's College of Education to conduct dissertation research on international business education at community colleges.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Fund one dissertation research project annually for a doctoral candidate from MSU's College of Education on community colleges' international business education.	(A) Recruit doctoral students from MSU's College of Education to conduct dissertations on international business education at community colleges.

PMF 1: Project Goal Statement 4f (Impact of Product Counterfeiting on Global Competitiveness Study): Increase awareness, knowledge, and skills related to anti-counterfeiting and product protection as it relates to business practices nationwide by 10 percent for Mid-Michigan companies.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent the number of businesspeople who are exposed to A-CAPP knowledge annually via the Impact of Product Counterfeiting on Global Competitiveness Study.	(A) Support and engage with the Center for Anti-Counterfeiting and Product Protection on global A-CAPP benchmarking research and symposia.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 5a (CIBER-Led Research on International Competitiveness): Conceptualize and implement three large-scale CIBER-led research projects and two CIBER-collaborative research projects annually during the four-year grant cycle.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent annually the number of companies participating in the benchmarking study on "Michigan Exporting."	(A) Develop questionnaire, compile stratified sampling frame, collect data, and promote study jointly with the Michigan Economic Development Corporation and the Michigan Chamber of Commerce.
(B) Increase by 10 percent annually the number of representatives of community colleges participating in the benchmarking study titled IBEX-CC (International Business Education Index).	(B) Develop questionnaire, compile stratified sampling frame, collect data, and promote participation in the IBEX-CC (established as an annual benchmark in 2008).
(C) Increase by 10 percent annually the number of representatives of Minority-Serving Institutions participating in the benchmarking study titled IBEX-MSI (International Business Education Index)	(C) Develop questionnaire, compile stratified sampling frame, collect data, and promote participation in the IBEX-MSI.
(D) Establish the benchmarking study on the Impact of Product Counterfeiting on Global Competitiveness Study with A-CAPP.	(D) Facilitate the development of the questionnaire, compiling of a stratified sampling frame, and collection of data.
(A) Increase by 10 percent the number of businesspeople who are exposed to A-CAPP knowledge annually via the Impact of Product Counterfeiting on Global Competitiveness Study.	(A) Support and engage with the Center for Anti-Counterfeiting and Product Protection on global A-CAPP benchmarking research and symposia.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 5b (Partnerships for Research on International Competitiveness): Leverage strategic research partnerships to advance knowledge on international competitiveness of multinational firms; target goal is to establish six new studies and Global Research Centers and to nurture five existing Global Research Centers during the grant cycle.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Establish the Global Strategic Value Chains Institute in 2015; increase participation by 10 percent annually.	(A) Engage 12 business professionals and academic researchers interested in strategic global value chains in 2015.
(B) Establish the International Business Science Institute in 2016; increase participation by 20 percent annually.	(B) Engage 20 business professionals and academic researchers interested in international business and trade in 2016.
(C) Maintain activity (and nurturing) of existing Global Research Centers with events in 2015 and 2017.	(C) Engage 3 academic researchers at MSU interested in international competitiveness of companies with one or more GRC members.
(D) Establish new Global Research Centers and develop collaborative research projects in 2016 and 2018.	(D) Engage 3 academic researchers at MSU interested in international competitiveness of companies with one or more GRC members.

PMF 1: Project Goal Statement 5c (Faculty and Doctoral Student Research): Support 12 faculty and doctoral student research projects annually (with an indirect goal to maintain MSU's #1 ranking worldwide in international business research).	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Support 3 interdisciplinary *faculty* research projects annually.	(A) Support interdisciplinary faculty research focused on topics relevant to "international competitiveness."
(B) Support 3interdisciplinary *doctoral student* research projects annually.	(B) Support interdisciplinary doctoral student research focused on topics relevant to "international competitiveness."
(C) Support 3 *faculty* research projects on business functions annually.	(C) Support business research by faculty focused on topics relevant to "international competitiveness."
(D) Support 3 *doctoral student* research projects on business functions annually.	(D) Support business research by doctoral students focused on topics relevant to "international competitiveness."

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 5d (Online Diagnostic Tools): Conduct annual research designed to strengthen and improve the four globalEDGE Diagnostic Tools and develop/maintain interactive teaching modules for each tool, with each tool's research foundation sequentially updated for CORE, Partner, Distributor, and Freight Forwarder in 2015, 2016, 2017, and 2018.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase use/traffic for the online CORE (Company Readiness to Export) diagnostic tool by 10 percent annually.	(A) Update the CORE (Company Readiness to Export) diagnostic tool via benchmarking research.
(B) Increase use/traffic for the online Partner (International Partner Selection) diagnostic tool by 10 percent annually.	(B) Update the Partner (International Partner Selection) diagnostic tool via benchmarking research.
(C) Increase use/traffic for the online Distributor (International Distributor Selection) by 10 percent annually.	(C) Update the Distributor (International Distributor Selection) diagnostic tool via benchmarking research.
(D) Increase use/traffic for the online Freight Forwarder (International Freight Forwarder Selection) diagnostic tool by 10 percent annually.	(D) Update the Freight Forwarder (International Freight Forwarder Selection) diagnostic tool via benchmarking research.

PMF 1: Project Goal Statement 5e (Dissertation Grants on Community Colleges): Fund one doctoral student annually in MSU's College of Education to conduct dissertation research on international business education at community colleges.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Fund one dissertation research project annually for a doctoral candidate from MSU's College of Education on community colleges' international business education.	(A) Recruit doctoral students from MSU's College of Education to conduct dissertations on international business education at community colleges.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 5f (Globalization of Community College Education): Offer a platform of internationalization at community colleges involving MSU-CIBER, MSU's College of Education, and Community Colleges for International Development, with the focus being on the number of projects conducted in this strategic collaboration.

PMF 2: Performance Measures	PMF 3: Activities
(A) Establish the strategic alliance with MSU's College of Education and Community Colleges for International Development (CCID) as part of the Globalization of Community College Education initiative.	(A.1) Nurture partners in MSU's College of Education (A.1) Nurture partners at Community Colleges for International Development (A.3) Establish priorities, working processes, and projects
(B) Increase by 20 percent annually the publication output from the Globalization of Community College Education initiative.	(B.1) Create and publish a white paper series on internationalization at community colleges (B.2) Create and publish benchmarking studies on internationalization at community colleges

PMF 1: Project Goal Statement 5g (CIBER/Byington International Marketing Speaker Series): Collaborate with the Byington Endowed Chair/endowment to offer quarterly research symposia by invited world-renowned researchers who present their research and engage with faculty and doctoral students.

PMF 2: Performance Measures	PMF 3: Activities
(A) Increase attendance by 10 percent annually for the CIBER/Byington International Marketing Speaker series; held four times per year.	(A) Organize two-hour workshops four times per year with invited world-renowned international marketing researchers who present their research and engage with faculty and doctoral students.

PMF 1: Project Goal Statement 6a (globalEDGE.msu.edu): Continue to be the #1 site on the web for "international business resources" in the U.S. by daily, weekly, monthly, and yearly web site traffic (based on Google rankings) by increasing traffic 20 percent annually.

PMF 2: Performance Measures	PMF 3: Activities
(A) Increase by 20 percent annually the use/traffic on the globalEDGE online resource within the globalEDGE menu structure (Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy).	(A) Conduct daily maintenance updates and monthly project updates for existing menu sections and products, including Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 6a (globalEDGE.msu.edu): Continue to be the #1 site on the web for "international business resources" in the U.S. by daily, weekly, monthly, and yearly web site traffic (based on Google rankings) by increasing traffic 20 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(B) Increase by 20 percent annually the use/traffic on the "Powered by globalEDGE" feature for the Academy of International Business, American Marketing Association, and the Broad College of Business' Global Initiatives web sites.	(B) Conduct monthly "Powered by globalEDGE" project updates for existing menu sections and products, including Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy.
(C) Increase by 20 percent annually the use/traffic on the "Powered by globalEDGE" feature for the East Michigan District Export Council and the West Michigan District Export Council web sites.	(C) Conduct monthly "Powered by globalEDGE" project updates for existing menu sections and products, including Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy.

PMF 1: Project Goal Statement 6b (Online Master's Certificates and Business Training): Increase the number of proficient business executives in international business by 40 people monthly by the end of the four-year grant cycle.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 20 percent annually the number of participants in the Master's Certificate in Global Strategic Management.	(A) Develop, offer, and maintain the Global Supply Chain Management and Global Business Strategy components of the Master's Certificate in Global Strategic Management.
(B) Increase by 20 percent annually the number of participants in the Master's Certificate in Global Supply Chain Management.	(B) Develop, offer, and maintain the Global Supply Chain Management part of the Master's Certificate in Global Supply Chain Management.
(C) Increase by 20 percent annually the number of participants in the executive training course in Global Supply Chain Management.	(C) Develop, offer, and maintain the course in Global Supply Chain Management.
(D) Increase by 20 percent annually the number of participants in the executive training course in Global Business Strategy.	(D) Develop, offer, and maintain the course in Global Business Strategy.
(E) Increase by 20 percent annually the number of participants in the executive training course in Cross-Cultural Management.	(E) Develop, offer, and maintain the course in Cross-Cultural Management.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 6b (Online Master's Certificates and Business Training): Increase the number of proficient business executives in international business by 40 people monthly by the end of the four-year grant cycle.

PMF 2: Performance Measures	PMF 3: Activities
(F) Increase by 20 percent annually the number of participants in the executive training course in International Business.	(F) Develop, offer, and maintain the course in International Business.

PMF 1: Project Goal Statement 6c (Global Business Club of Mid-Michigan): Engage the mid-Michigan business community in networking, learning, and exporting, with a target of increasing the number of people regularly attending the Global Business Club of Mid-Michigan by 25 percent annually.

PMF 2: Performance Measures	PMF 3: Activities
(A) Increase by 25 percent annually the number of total businesspeople attending the Global Business Club of Mid-Michigan.	(A) Recruit keynote speakers, workshop leaders, and implement social media promotion for the Global Business Club of Mid-Michigan; offered 8 times per year.

PMF 1: Project Goal Statement 6d (International Trade Center of Mid-Michigan): Increase the opportunities for learning and networking in international business in mid-Michigan by 25 percent events annually.

PMF 2: Performance Measures	PMF 3: Activities
(A) Increase by 25 percent annually the total number of businesspeople engaging with the International Trade Center of Mid-Michigan.	(A) Recruit companies, people, projects, and speakers to engage with the International Trade Center of Mid-Michigan.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 6e (Export Education for Businesspeople and Other Professionals): Increase awareness and the knowledge base of Michigan's businesspeople on topics within NASBITE's CGBP credential and on globalEDGE's Diagnostic Tools; increase Michiganders CGBP credential by 20 annually and increase the use of the Diagnostic Tools in total by 10 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Establish and maintain 20 businesspeople annually attending the NASBITE CGBP preparation workshops during each year of the four-year grant cycle.	(A) Organize and implement the NASBITE CGBP preparation workshops.
(B) Establish and maintain 15 businesspeople annually attending the globalEDGE Diagnostic Tools workshop during each year of the four-year grant cycle.	(B) Organize and implement the globalEDGE Diagnostic Tools workshop.
(C) Establish and maintain 25 businesspeople annually attending the Exporting 101 workshop during each year of the four-year grant cycle.	(C) Organize and implement the Exporting 101 workshop.
(D) Establish and maintain 20 businesspeople annually attending the Exporting and Global Marketing workshop during each year of the four-year grant cycle.	(D) Organize and implement the Exporting and Global Marketing workshop.
(E) Establish and maintain 20 businesspeople annually attending the Exporting and Global Business Management workshop during each year of the four-year grant cycle.	(E) Organize and implement the Exporting and Global Business Management workshop.
(F) Establish and maintain 20 businesspeople annually attending the Exporting and Trade Finance workshop during each year of the four-year grant cycle.	(F) Organize and implement the Exporting and Trade Finance workshop.
(G) Establish and maintain 20 businesspeople annually attending the Logistics/Global Supply Chain workshop during each year of the four-year grant cycle.	(G) Organize and implement the Logistics/Global Supply Chain workshop.
(H) Establish and maintain 15 businesspeople annually attending the Exporting and Economic Development workshop during each year of the four-year grant cycle.	(H) Organize and implement the Exporting and Economic Development workshop.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 6f (Business Executives-in-Residence): Establish three rotating internationally oriented business executives-in-residence to visit MSU's Broad College of Business annually and engage with undergraduate and graduate students in international business and trade.	
(A) Increase by 25 percent biennially the number of internationally oriented business executives-in-residence.	(A) Identify and invite C-suite business executives working in or just retired from U.S. companies to serve as Professors of Practice in MSU's Broad College of Business.
(B) Increase by 10 percent annually the number of students exposed to internationally oriented business executives-in-residence.	(B) Integrate sessions by business executives-in-residence into core business courses (e.g., International Business, International Finance, International Marketing, International Management, International Supply Chain Management, International Accounting).

PMF 1: Project Goal Statement 6g (Michigan Export Growth Program): Increase the number of Michigan companies engaging internationally by 5 percent of the annual total in the state.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 5 percent annually the number of small- and medium-sized companies in Michigan that have been provided pro bono services as a part of the Michigan Export Growth Program (MEGP).	(A) Assemble a team of faculty, specialists, and students to offer pro bono consulting services on international business and trade to Michigan's small- and medium-sized companies.
(B) Increase by 5 percent annually the international/exporting sales of the small- and medium-sized companies in Michigan that have been provided pro bono services as a part of the Michigan Export Growth Program (MEGP).	(B) Assess annual international/exporting sales of a sample of the small- and medium-sized companies in Michigan that have been provided pro bono services as a part of the Michigan Export Growth Program (MEGP).

PMF 1: Project Goal Statement 6h (Michigan Export Internship Program): Increase the number of internationally oriented internship opportunities for students in small- and medium-sized Michigan companies by 12 (25 percent of the MEGP clients).	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 25 percent annually the number of internationally oriented internships established with the companies engaging in the Michigan Export Growth Program.	(A) Capitalize on the "goodwill" created in the Michigan Export Growth Program to enlist a significant number of those companies offered pro bono services to provide an internationally oriented internship instead of a consulting fee.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 6i (Internationalizing Executive Development): Increase the number of businesspeople in the nation with expertise in international business by 300 individuals annually.

PMF 2: Performance Measures	PMF 3: Activities
(A) Increase by 10 percent annually the number of businesspeople who use the Resource Center for Business Language Teaching in understanding a language for their business purposes.	(A) Offer joint business language workshops and resources to language faculty, international studies faculty, and businesspeople in (1) Business Japanese and (2) Business Chinese.
(B) Increase by 10 percent annually the number of faculty and students attending the A-CAPP workshop on anti-counterfeiting and product protection.	(B) Co-sponsor and facilitate the A-CAPP workshop on anti-counterfeiting and product protection
(C) Establish and maintain 15 businesspeople annually attending the globalEDGE Diagnostic Tools workshop during each year of the four-year grant cycle.	(C) Organize and implement the globalEDGE Diagnostic Tools workshop.
(D) Increase by 20 percent annually the number of participants in the Master's Certificate in Global Strategic Management.	(D) Develop, offer, and maintain the Global Supply Chain Management and Global Business Strategy components of the Master's Certificate in Global Strategic Management.
(E) Increase by 20 percent annually the number of participants in the Master's Certificate in Global Supply Chain Management.	(E) Develop, offer, and maintain the Global Supply Chain Management part of the Master's Certificate in Global Supply Chain Management.
(F) Increase by 20 percent annually the number of participants in the executive training course in Global Supply Chain Management.	(F) Develop, offer, and maintain the course in Global Supply Chain Management.
(G) Increase by 20 percent annually the number of participants in the executive training course in Global Business Strategy.	(G) Develop, offer, and maintain the course in Global Business Strategy.
(H) Increase by 20 percent annually the number of participants in the executive training course in Cross-Cultural Management.	(H) Develop, offer, and maintain the course in Cross-Cultural Management.
(I) Increase by 20 percent annually the number of participants in the executive training course in International Business.	(I) Develop, offer, and maintain the course in International Business.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 6j (Global Sustainability Center): Increase the exposure of global sustainability issues to Michigan and the nation, especially with a focus on water, energy, and commerce, globally via an annual benchmarking study shared to start with 50 people and organizations.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Create and then increase by 25 percent annually the number of people and organizations exposed to benchmarking report(s) by the Global Sustainability Center.	(A) Develop support in a multi-college structure for sustainability efforts of a global nature; gain commitments by administrators and faculty for participation.

PMF 1: Project Goal Statement 6k (Center for Anti-Counterfeiting and Product Protection): Increase awareness, knowledge, and skills related to anti-counterfeiting and product protection as it relates to business practices nationwide to start with 50 businesspeople nationwide annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent the number of businesspeople who are exposed to A-CAPP knowledge annually via the Impact of Product Counterfeiting on Global Competitiveness Study.	(A) Support and engage with the Center for Anti-Counterfeiting and Product Protection on global A-CAPP benchmarking research and symposia.

PMF 1: Project Goal Statement 7a (Faculty Development in International Business Programs): Increase number of faculty development opportunities by 20 percent during the four-year grant cycle, with an emphasis on targeting programming to community college faculty.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by one course annually (in 2017-2018) the number of new study abroad courses established on “Business and Culture” for faculty at community colleges.	(A.1) Establish a “Business and Culture” course for faculty at community colleges for Southeast Asia for 2017 (A.2) Establish a “Business and Culture” course for faculty at community colleges for Sub-Saharan Africa for 2018
(B) Increase by one course annually (in 2017-2018) the number of new study abroad programs established on “Business and Culture” for faculty at minority-serving institutions.	(B.1) Establish a “Business and Culture” course for faculty at minority-serving institutions for Southeast Asia for 2017 (B.2) Establish a “Business and Culture” course for faculty at minority-serving institutions for Sub-Saharan Africa for 2018

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 7a (Faculty Development in International Business Programs): Increase number of faculty development opportunities by 20 percent during the four-year grant cycle, with an emphasis on targeting programming to community college faculty.	
PMF 2: Performance Measures	**PMF 3: Activities**
(C) Increase attendees by 10 percent annually for the Applied International Economics Seminar Series.	(B) Strategically collaborate with MSU's Department of Economics on the Applied International Economics Seminar Series.
(D) Increase by 10 percent the number of faculty from community colleges who attend the International Business Institute for Community College Faculty.	(D) Organize the IBI and recruit faculty leaders and community college participants to attend the IBI via promotion with partners and at community college events.
(E) Create and offer the ADVANCED International Business Institute for Community College Faculty; increase attendance annually by 10 percent.	(E) Organize the AIBI and recruit faculty leaders and community college participants, mainly from previous Institutes, to attend the AIBI via promotion with partners and at community college events.
(F) Create and then increase by 10 percent annually the number of language faculty attending the Business Language Institute for Community College Faculty.	(F) Recruit faculty leaders and community college participants to attend the LBI via promotion with partners and at community college events.
(G) Maintain 75 faculty from minority-serving institutions participating in the Annual Globalizing Business Faculty Workshops.	(G) Strategically partner with universities involved in the Globalizing Minority-Serving Institutions Program, and lead two of the Annual Globalizing Business Faculty Workshops (finance, supply chain).
(H) Increase by 10 percent the number of faculty attending the annual Business Language Conference (which is co-organized by all CIBERs).	(H) Recruit faculty leaders and language faculty participants to attend the Business Language Conference via promotion with partners and at business/language events.
(I) Create and offer the "On the Road" version of the International Business Institute for Community College Faculty; increase attendance annually by 25 percent.	(I) Identify local-host community colleges and offer a 2-day IBI in various locations nationwide four times per year. For 2015, the partners are: Tulsa Community College (Oklahoma), Northern Essex Community College (Massachusetts), and Casper Community College (Wyoming).
(J) Create and offer the "Presidential Leadership on Internationalization Initiative" for Michigan's 28 community colleges (for Michigan's 28 community college presidents).	(J) Partner with the Michigan Community College Association on the development and implementation of the Presidential Leadership on Internationalization Initiative.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 7b (Faculty Development Grants): Provide faculty development grants to support 45 individual faculty projects.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Establish annual support of 2 faculty development grants to increase expertise regarding research, curriculum development, faculty development, or exchange programs for all non-MSU faculty.	(A) Identify and support non-MSU faculty who can engage in increasing their expertise regarding research, curriculum development, or exchange programs.
(B) Establish annual support of 2 faculty development grants in each of 2016, 2017, and 2018 to increase expertise regarding research, curriculum development, faculty development, or exchange programs for faculty at community colleges.	(B) Identify and support faculty from community colleges who can engage in increasing their expertise regarding research, curriculum development, or exchange programs.
(C) Establish annual support of 3 faculty development grants in each of 2016 and 2018 to increase expertise regarding research, curriculum development, faculty development, or exchange programs for faculty at minority-serving institutions.	(C) Identify and support faculty from minority-serving institutions who can engage in increasing their expertise regarding research, curriculum development, or exchange programs.
(D) Establish annual support of 25 faculty development grants used to increase expertise regarding research, curriculum development, faculty development, or exchange programs for MSU faculty.	(D) Identify and support MSU faculty who can engage in increasing their expertise regarding research, curriculum development, or exchange programs (supported via MSU's CIBER matching funds only).

PMF 1: Project Goal Statement 8a (International Business Institute for Community College Faculty): Increase the number of business faculty at community colleges by 5 percent biennially who are proficient in teaching courses and developing majors in international business.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent the number of faculty from community colleges who attend the International Business Institute for Community College Faculty.	(A) Organize the IBI and recruit faculty leaders and community college participants to attend the IBI via promotion with partners and at community college events.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 8b (ADVANCED International Business Institute for Community College Faculty): Increase the number of business faculty at community colleges by 25 biennially to start who are proficient in administering international business programs.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Create and offer the ADVANCED International Business Institute for Community College Faculty; increase attendance annually by 10 percent.	(A) Organize the AIBI and recruit faculty leaders and community college participants, mainly from previous Institutes, to attend the AIBI via promotion with partners and at community college events.

PMF 1: Project Goal Statement 8c (Business Language Institute for Community College Faculty): Increase the number of language faculty at community colleges by 20 biennially who are proficient in teaching business languages.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Create and then increase by 10 percent annually the number of language faculty attending the Business Language Institute for Community College Faculty.	(A) Recruit faculty leaders and community college participants to attend the BLI via promotion with partners and at community college events.

PMF 1: Project Goal Statement 8d (Globalizing Minority Serving Institutions Program): Increase the number of minority-serving institutions that offer international business programming in the nation by 5 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Maintain 75 faculty from minority-serving institutions participating in the Annual Globalizing Business Faculty Workshops.	(A) Strategically partner with universities involved in the Globalizing Minority-Serving Institutions Program, and lead two of the Annual Globalizing Business Faculty Workshops (finance, supply chain).
(B) Establish 10 minority-serving institutions annually participating in the mentoring program of the Globalizing Minority-Serving Institutions Program.	(B) Strategically partner with universities involved in the Globalizing Minority-Serving Institutions Program, and mentor one MSI annually.
C) Increase by 10 percent the number of faculty at Minority-Serving Institutions participating in the annual study abroad programs.	C) Strategically partner with universities involved in the Globalizing Minority Serving Institutions Program, and lead one of the annual study abroad programs.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 8e (Internationalizing Doctoral Education in Business): Increase by 5 percent annually, in 2016 and 2018, the number of total doctoral students/graduates in business who have proficiency in international business.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 25 percent annually (in 2016 and 2018) the number of doctoral students attending the Internationalizing Doctoral Education in Business (IDEB) in conjunction with the Academy of International Business (AIB) meeting.	(A) Co-organize and collaborate with the Academy of International Business and the Sheth Foundation to offer the Internationalizing Doctoral Education in Business program in 2016 and 2018.

PMF 1: Project Goal Statement 8f (Faculty Development Grants): Provide faculty development grants to support 45 individual faculty projects.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Establish annual support of 2 faculty development grants to increase expertise regarding research, curriculum development, faculty development, or exchange programs for all non-MSU faculty.	(A) Identify and support non-MSU faculty who can engage in increasing their expertise regarding research, curriculum development, or exchange programs.
(B) Establish annual support of 2 faculty development grants in each of 2016, 2017, and 2018 to increase expertise regarding research, curriculum development, faculty development, or exchange programs for faculty at community colleges.	(B) Identify and support faculty from community colleges who can engage in increasing their expertise regarding research, curriculum development, or exchange programs.
(C) Establish annual support of 3 faculty development grants in each of 2016 and 2018 to increase expertise regarding research, curriculum development, faculty development, or exchange programs for faculty at minority-serving institutions.	(C) Identify and support faculty from minority-serving institutions who can engage in increasing their expertise regarding research, curriculum development, or exchange programs.
(D) Establish annual support of 25 faculty development grants used to increase expertise regarding research, curriculum development, faculty development, or exchange programs for MSU faculty.	(D) Identify and support MSU faculty who can engage in increasing their expertise regarding research, curriculum development, or exchange programs (supported via MSU's CIBER matching funds only).

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 8g (Michigan Business Network): Reach new users of globalEDGE and share CIBER's knowledge/skills via a new media vehicle on the airways, with a target goal of offering 72 interview segments annually and an increase of 10 percent of annual downloads each year.	
PMF 2: Performance Measures	**PMF 3: Activities**
(M) Increase by 10 percent annually the number of downloads of each interview segment, on average, on the globalEDGE Business Beat on the Michigan Business Network.	(M) Develop globalEDGE Business Beat and offer three to six 6.5-minute interview segments monthly; provide access to podcast version via AIB, globalEDGE, and East and West Michigan District Export Council web pages.

Project Goal Statement 8h (International Business Case Study Competition): Expose students from community colleges and four-year universities to an annual case study competition focused on international business and trade, starting with 12 students in the first year.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 20 percent annually the number students attending the case study competition co-organized with NASBITE International annually.	(A) Create, organize, and implement a case study competition together with NASBITE International, and promote it to two- and four-year college student teams.

PMF 1: Project Goal Statement 8i (Community College Growth Program, CCGP): Increase the number of community colleges that are ready to offer proficient international business programming by two community colleges in 2015 and then increase by two annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Establish the CCGP and then increase by 2 community colleges percent annually the number of community colleges "consulted" with to facilitate their internationalization of business programs as a part of the Community College Growth Program (CCGP).	(A) In collaboration with strategic partners, develop and implement the CCGP, modeled after MSU's Michigan Export Growth Program. Provide benchmarking, customized analysis, and consulting assistance to community colleges in internationalizing their campuses.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 8j (International Business Institute "On the Road"): Increase the number of community college faculty who are proficient in international business by 80 faculty annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Create and offer the "On the Road" version of the International Business Institute for Community College Faculty; increase attendance annually by 25 percent.	(A) Identify local-host community colleges and offer a 2-day IBI in various locations nationwide four times per year. For 2015, the partners are: Tulsa Community College (Oklahoma), Northern Essex Community College (Massachusetts), and Casper Community College (Wyoming).

PMF 1: Project Goal Statement 8k (Michigan Community College Association): Increase international business programming on the campuses of Michigan's community colleges by 10 percent.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Create and offer the "Presidential Leadership on Internationalization Initiative" for Michigan's 28 community colleges (for Michigan's 28 community college presidents).	(A) Partner with the Michigan Community College Association on the development and implementation of the Presidential Leadership on Internationalization Initiative.

PMF 1: Project Goal Statement 8l (Faculty Development in International Business Study Abroad Programs for Community College Faculty): Increase the number of interdisciplinary courses on "Business and Culture" for faculty at community colleges and minority-serving institutions by two courses during the four-year grant period.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by one course annually (in 2017-2018) the number of new study abroad courses established on "Business and Culture" for faculty at community colleges.	(A.1) Establish a "Business and Culture" course for faculty at community colleges for Southeast Asia for 2017 (A.2) Establish a "Business and Culture" course for faculty at community colleges for Sub-Saharan Africa for 2018
(B) Increase by one course annually (in 2017-2018) the number of new study abroad programs established on "Business and Culture" for faculty at minority-serving institutions.	(B.1) Establish a "Business and Culture" course for faculty at minority-serving institutions for Southeast Asia for 2017 (B.2) Establish a "Business and Culture" course for faculty at minority-serving institutions for Sub-Saharan Africa for 2018

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 9a (Dissemination via Technology-Related Disciplines): Use the globalEDGE platform of technology to develop and disseminate knowledge and resource materials to 10 percent more people.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 20 percent annually the use/traffic on the globalEDGE online resource within the globalEDGE menu structure (Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy).	(A) Conduct daily maintenance updates and monthly project updates for existing menu sections and products, including Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy.
(B) Increase by 20 percent annually the use/traffic on the "Powered by globalEDGE" feature for the Academy of International Business, American Marketing Association, and the Broad College of Business' Global Initiatives web sites.	(B) Conduct monthly "Powered by globalEDGE" project updates for existing menu sections and products, including Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy.
(C) Increase by 20 percent annually the use/traffic on the "Powered by globalEDGE" feature for the East Michigan District Export Council and the West Michigan District Export Council web sites.	(C) Conduct monthly "Powered by globalEDGE" project updates for existing menu sections and products, including Global Insights, Reference Desk, Tools and Data, Get Connected, and Academy.
(D) Increase by 25 percent the number of businesspeople and local professionals attending the Global Business Club of Mid-Michigan.	(D) Develop a social media strategy along with traditional promotional efforts to promote the GBC activities.
(E) Increase by 10 percent annually the number of page views on CIBERweb.msu.edu – the online portal for all CIBER universities' activities.	(E) Benchmark organization web sites, maintain cutting edge features, offer promotional platforms, and nurture the CIBER program jointly with the CIBER community.
(F) Increase by 10 percent annually the number of page views on the Global Initiatives portion of MSU's Broad College of Business web site.	(F) Conduct daily maintenance updates and monthly project updates for menu sections.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 9b (Dissemination of Publications): Disseminate 25 textbooks and 100 trade books that are CIBER-led, partner-authored, or relevant MSU-led publications to important stakeholders via CIBER's network.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Distribute 25 free textbooks annually related to "international competitiveness" to constituency groups.	(A) Distribute textbooks to partner institutions among community colleges and minority-serving institutions.
(B) Distribute 100 free trade related books on "international competitiveness" to constituency groups.	(B) Distribute trade books to strategic community partners, MEGP project companies, and GB Club attendees.

PMF 1: Project Goal Statement 9c (CIBER Publications Program): Disseminate CIBER publications to important stakeholders via CIBER's network and partner networks to an additional 10 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent annually the number subscribers to the (1) bimonthly newsletters and (2) the annual report.	(A) Compile information, gather data, and distribute MSU-CIBER's (1) bimonthly newsletter and (2) annual report.
(B) Increase by 10 percent annually the number of CIBERweb monthly newsletter "subscribers" on distribution list.	(B) Compile information, gather data, and distribute the CIBERweb monthly newsletter.
(C) Increase by 10 percent annually the number of representatives of community colleges participating in the benchmarking study titled IBEX-CC (International Business Education Index).	(C) Develop questionnaire, compile stratified sampling frame, collect data, and promote participation in the IBEX-CC (established as an annual benchmark in 2008).
(D) Increase by 10 percent annually the number of representatives of Minority-Serving Institutions participating in the benchmarking study titled IBEX-MSI (International Business Education Index)	(D) Develop questionnaire, compile stratified sampling frame, collect data, and promote participation in the IBEX-MSI.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 9c (CIBER Publications Program): Disseminate CIBER publications to important stakeholders via CIBER's network and partner networks to an additional 10 percent annually.	
PMF 2: Performance Measures	**PMF 3: Activities**
(E) Increase by 20 percent annually the publication output from the Globalization of Community College Education initiative in collaboration with MSU's College of Education and Community Colleges for International Development (CCID).	(E.1) Nurture partners in MSU's College of Education (E.2) Nurture partners at Community Colleges for International Development (E.3) Establish priorities, working processes, and projects (E.4) Create and publish a white paper series on internationalization at community colleges (E.5) Create and publish benchmarking studies on internationalization at community colleges

PMF 1: Project Goal Statement 9d (Social Media Communities): Implement/maintain effective social media vehicles (Facebook, LinkedIn, Twitter) for core CIBER products (e.g., Global Business Club of Mid-Michigan, globalEDGE, CIBERweb, and other CIBER programs/products); increase participation among stakeholders by 10 percent annually during the four-year grant cycle.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent the number of users/traffic on the social media platforms for the Global Business Club of Mid-Michigan.	(A) Implement/maintain a fully launched social media platform for the Global Business Club of Mid-Michigan.
(B) Increase by 10 percent the number of users/traffic on the social media platforms for globalEDGE.	(B) Implement/maintain a fully launched social media platform for globalEDGE.
(C) Num Increase by 10 percent the number of users/traffic on the social media platforms for CIBERweb.	(C) Implement/maintain a fully launched social media platform for CIBERweb.
(D) Increase by 10 percent the number of users/traffic on the social media platforms for all of MSU's other CIBER products and projects.	(D) Implement/maintain a fully launched social media platform for key MSU CIBER products and projects for a sustainable effect.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 9e (Michigan Business Network): Reach new users of globalEDGE and share CIBER's knowledge/skills via a new media vehicle on the airways, with a target goal of offering 72 interview segments annually and an increase of 10 percent of annual downloads each year.	
PMF 2: Performance Measures	**PMF 3: Activities**
(M) Increase by 10 percent annually the number of downloads of each interview segment, on average, on the globalEDGE Business Beat on the Michigan Business Network.	(M) Develop globalEDGE Business Beat and offer three to six 6.5-minute interview segments monthly; provide access to podcast version via AIB, globalEDGE, and East and West Michigan District Export Council web pages.

PMF 1: Project Goal Statement 10a (International Business Internships): Increase the number of international business internships available to students by 150 annually by engaging with companies and associations.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent annually the number of strategic partnerships formulated with businesses and industry associations to develop international business internships.	(A) Recruit and form internationally oriented internship partnerships with (1) businesses in the Midwest U.S. region and (2) national industry associations.
(B) Increase by 20 percent annually the number of internationally oriented internships from the companies engaging in the Michigan Export Growth Program.	(B) Capitalize on the "goodwill" created in the Michigan Export Growth Program to enlist a significant number of those companies offered pro bono services to provide an internationally oriented internship (instead of a consulting fee).
(C) Create and offer an annual workshop jointly with the Academic Internship Council on global internships for the purpose of best practices learning.	(C) Develop and deliver learning colloquia with the Academic Internship Council and MSU's Office of Study Abroad at the Global Internship Conference.
(D) Increase by 10 percent annually the number of users (students, companies) utilizing the globalEDGE International Internship Directory.	(D) Utilize the existing globalEDGE International Internship Directory as a platform to engage companies and students via a two-way interchange for internship placements.
(E) Increase by 10 percent annually the number of new international business internships for graduate/undergraduate students.	(E) Cultivate the MSU alumni network and strategic partners in the 176 countries in which MSU has activity for international business internship creation.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 10b (International Linkages with Universities): Increase study abroad participation among business and non-business students participating in business-led study abroad programs by 10 percent.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 15 percent the number of exchange linkage programs in business offered annually.	(A) Provide administrative, promotion, and development support for exchange linkages; identify and nurture existing and new linkages.
(B) Increase by 2 percent the number of activities engaged in (research, teaching, outreach) with Leeds University, United Kingdom.	(B) Provide administrative, promotion, and development support for exchange linkages; identify and nurture existing and new linkages.
(C) Increase by 2 percent the number of activities engaged in (research, teaching, outreach) with Uppsala University, Sweden.	(C) Provide administrative, promotion, and development support for exchange linkages; identify and nurture existing and new linkages.
(D) Increase by 5 percent the number of activities engaged in (research, teaching, outreach) with S.P. Jain, India.	(D) Provide administrative, promotion, and development support for exchange linkages; identify and nurture existing and new linkages.
(E) Increase by 2 percent the number of activities engaged in (research, teaching, outreach) with the Indian Institute of Management-Bangalore, India	(E) Provide administrative, promotion, and development support for exchange linkages; identify and nurture existing and new linkages.
(F) Increase by 2 percent the number of activities engaged in with the Global Business School Network (GBSN).	(F) Provide administrative support for the Broad College of Business' engagement with GBSN, and strategically engage in collaboration on "global responsibility" in developing countries.

PMF 1: Project Goal Statement 10c (Institutes that Facilitate Faculty Internship Programs): Develop and offer "Institutes" for community college faculty (business, languages) to aid in increasing by 20 percent the participation in international internships or study abroad activities by community college faculty.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent the number of faculty from community colleges who attend the International Business Institute for Community College Faculty.	(A) Organize the IBI and recruit faculty leaders and community college participants to attend the IBI via promotion with partners and at community college events.

CIBER Performance Measure Form (PMF)

EXHIBIT 20

Project Goal Statement (1), Performance Measures (2), Activities (3), and Targets

PMF 1: Project Goal Statement 10c (Institutes that Facilitate Faculty Internship Programs): Develop and offer "Institutes" for community college faculty (business, languages) to aid in increasing by 20 percent the participation in international internships or study abroad activities by community college faculty.	
PMF 2: Performance Measures	**PMF 3: Activities**
(B) Create and offer the ADVANCED International Business Institute for Community College Faculty; increase attendance annually by 10 percent.	(B) Organize the AIBI and recruit faculty leaders and community college participants, mainly from previous Institutes, to attend the AIBI via promotion with partners and at community college events.
(C) Create and then increase by 10 percent annually the number of language faculty attending the Business Language Institute for Community College Faculty.	(C) Recruit faculty leaders and community college participants to attend the LBI via promotion with partners and at community college events.
(D) Create and offer the "On the Road" version of the International Business Institute for Community College Faculty; increase attendance annually by 25 percent.	(D) Identify local-host community colleges and offer a 2-day IBI in various locations nationwide four times per year. For 2015, the partners are: Tulsa Community College (Oklahoma), Northern Essex Community College (Massachusetts), and Casper Community College (Wyoming).

PMF 1: Project Goal Statement 10d (Study Abroad Opportunities): Increase study abroad participation among business and non-business students in business-led study abroad programs by 10 percent.	
PMF 2: Performance Measures	**PMF 3: Activities**
(A) Increase by 10 percent the number of students participating in study abroad programs in business.	(A) Provide administrative, promotion, and development support for study abroad and exchange linkages.
(B) Increase by one course annually the number of new study abroad courses established on "Business and Culture" for undergraduates.	(B.1) Establish "Business and Culture" courses for undergraduates for Spain in 2015 and 2017 (B.2) Establish "Business and Culture" courses for undergraduates for India for 2016 and 2018 (B.3) Establish "Business and Culture" courses for undergraduates for Chile/Peru for 2018
(C) Increase by one course annually (in 2016-2018) the number of new study abroad courses established on "Business and Culture" for graduate students.	(C.1) Establish "Business and Culture" courses for graduate students for SE Asia for 2016 and 2017 (C.2) Establish "Business and Culture" courses for graduate students for Sub-Saharan Africa for 2017 and 2018

MICHIGAN STATE
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Exhibit 21

IRIS Measures Aligned with MSU's Goal Areas

EXHIBIT 21

Project Goal Areas	IRIS Measures
1. Interdisciplinary programs for business and professional curricula	• Number of international business courses taught (interdisciplinary included); • Number of faculty teaching international business, business language, and interdisciplinary courses; • Number of functional area courses with international emphasis created or revised; • Number of students participating in short-term and semester-long study abroad programs; • Number of master's and doctoral graduates with international business degrees; • Placement record of master's and doctoral graduates; • Languages taught.
2. Interdisciplinary programs for language and international studies	• Number of international business programs created or revised (interdisciplinary included); • Number of students enrolled in international business programs created or revised; • Number of business language courses offered; • Number of students enrolled in business language courses.
3. Collaboration with institutions, associations, and businesses	• Conferences offered, audience(s), discipline(s), language(s), world area(s) addressed; • Number of attendees to conferences; • Faculty development programs offered, audience(s), discipline(s), language(s), world area(s) addressed; • Number of attendees to faculty development programs; • Doctoral student development programs offered; • Number of attendees to doctoral student development programs; • Business outreach programs offered; • Number of attendees to business outreach programs.
4. Research to promote integrated curricula	• Business research activities listed by discipline(s), language(s), world area(s) addressed; • Number of new international business courses, course modules, and degree programs offered (interdisciplinary included); • Number of students enrolled in international business, business language, and interdisciplinary courses; • Number of international business programs created or revised (interdisciplinary included); • Number of students enrolled in international business programs created or revised; • Number of business language courses offered; • Number of students enrolled in business language courses.
5. Research to promote international competitiveness	• Business research activities listed by title, discipline(s), language(s), world area(s) addressed; • Conferences organized, audience(s), discipline(s), language(s), world area(s) addressed; • Number of presenters at conferences; • Number of publications and research presentations for each category; • Number of presenters in publications and research presentations.

IRIS Measures Aligned with MSU's Goal Areas EXHIBIT 21

Project Goal Areas	IRIS Measures
6. Programs to develop expertise of the business community and other professionals	• Conferences, workshops, and seminars held for regional or national international business community listed by title, audience(s), discipline(s), language(s), world area(s) addressed; • Total number of people attending these events; • Disciplines and languages addressed at these events; • Number of executive education programs with international content; • Number of business persons attending executive education programs; • Number of executive education courses with international content; • Number of business persons taking these courses.
7. Faculty development programs	• Number of business, language, and K-12 faculty development programs held in the U.S. or abroad; • Number of business, language, and K-12 faculty participants in these programs; • World areas addressed in these programs; • Disciplines addressed in these programs; • Languages addressed in these programs; • Number of business, language, and K-12 doctoral student development programs held in the U.S. or abroad; • Number of business and language doctoral student participants in these programs; • World areas addressed in these programs; • Disciplines addressed in these programs; • Languages addressed in these programs.
8. Academic outreach	• Number of business, language, and K-12 faculty development events organized and cosponsored; • Number of faculty participants in these workshops or institutes; • World areas addressed in these programs; • Disciplines addressed in these programs; • Languages addressed in these programs; • Number of business, language, and K-12 doctoral student development events organized and cosponsored; • Number of doctoral student participants in these workshops or institutes; • World areas addressed in these programs; • Disciplines addressed in these programs; • Languages addressed in these programs.
9. Using technology for knowledge sharing	• Number of outreach activities including resource materials, books, journals, online resources; • Number of educators and students utilizing these activities measured by number of publications distributed, number of institutions receiving resources, number of visits to web sites, including globalEDGE, MSU's CIBER, CIBER*Web*, Academy of International Business.
10. Development of study abroad and international linkages	• Number of active linkages with foreign educational institutions and businesses; • Number of scholars and students traveling to and from these partners; • Number of joint programs, including internships and study tours, carried out with these foreign partner institutions; • Number of students enrolled in these programs; • Number of courses offered through these foreign partner institutions; • Number of students enrolled in these courses.

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** BudgetNarrativeAttachment_Exhibit22.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

MICHIGAN STATE UNIVERSITY | Center for International Business Education & Research (MSU-CIBER)

On the globalEDGE of Business

Other Narrative Supplemental Materials

Budget Narrative

Exhibit 22: Detailed Budget for Proposed Projects and Administration

MICHIGAN STATE
UNIVERSITY

Exhibit 22

Budget Narrative

EXHIBIT 22

	2014-15	
	Federal	MSU
Part A: Key Faculty and Project Personnel		
Faculty Personnel		
Tomas Hult, Director, 50%, AY		122,938
Tunga Kiyak, Outreach Coordinator, 25% AN		29,675
Jade Sims, International Trade Specialist, 75% AN		46,520
Sub-total		199,133
MSU-CIBER Personnel		
Irem Kiyak, Associate Director, 50%, AN		45,043
Ronda Bunnell, Educational Programs Coordinator 75%, AN		39,202
Sarah Singer, Assistant Director, 90%, AN		56,347
Jamie Rytlewski, Systems Analyst, 40%, AN		26,974
James Ostrander, Information Technologist, 90%, AN		45,900
Anne Hoekman, Managing Editor, 25% AN		12,766
Kathy Kiessling, Consortium Coordinator, 25% AN		12,240
Sub-total		238,472
Fringe Benefits		
Tomas Hult, Director, 50%, AY		26,260
Tunga Kiyak, Outreach Coordinator, 25% AN		8,920
Jade Sims, International Trade Specialist, 75% AN		18,561
Irem Kiyak, Associate Director, 50%, AN		15,103
Ronda Bunnell, Educational Programs Coordinator 75%, AN		17,139
Sarah Singer, Assistant Director, 90%, AN		22,375
Jamie Rytlewski, Systems Analyst, 40%, AN		10,320
James Ostrander, Information Technologist, 90%, AN		20,343
Anne Hoekman, Managing Editor, 25% AN		5,530
Kathy Kiessling, Consortium Coordinator, 25% AN		5,425
Sub-total		149,976
Travel		
Domestic Travel: Trips by personnel to conferences, workshops, project directors meetings, and others 3 @$1,500 each	4,500	
Sub-total	4,500	
Supplies		
Postage, telephone, photocopying, and various supplies for administration (Advisory Council meetings, etc.)	500	
Sub-total	500	
Other		
External evaluations: Professional service fee for external evaluators @ $1,000/day, travel @ $400, lodging $120/day, per diem @ $40/day, for 5 days	6,200	
Audio-Visual, conf room rental fees, printing, telephone, and other communication expenses, etc., for administration (Advisory Council meetings, etc.)	1,500	
Sub-total	7,700	
Part A Sub-total	**12,700**	**587,581**
Part B: Projects		
Personnel		
Projects 1a. and 2a.		
Graduate Assistants: One assistant @ 50%, AY, shared with CLEAR	7,200	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Fees for MSU speakers for conferences & programs averaging 3x$750 summer salary	2,250	

Budget Narrative

EXHIBIT 22

Projects 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a.		
Student Assistants: 20 x 10 hrs/week 45 weeks @$11/hour	69,300	29,700
Interns: 4 x 40 hrs/week 10 weeks @$15/hour	24,000	
Graduate Assistants: 2 assistants @ 50%, AY	14,400	14,400
Sub-total	117,150	44,100
Fringe Benefits		
Projects 1a., 2a., 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a. Tuition fringe benefits, per graduate assistant all appointment types	23,031	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Fees for MSU speakers for conferences & programs averaging 3x$750 summer fringe	172	
Projects 1a., 2a., 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a. Health fringe benefits, per graduate assistant all appointment types	6,923	
Sub-total	30,126	
Travel		
Projects 1a., 2a., 4d., 7b., 8f		
Travel funds for faculty for curriculum & professional development ave. 10x$1,000	10,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Travel funds for speakers for conferences and programs averaging 20x$1,000	20,000	
Competitive awards to facilitate participation in FDIB programs; 8 awards @ $1,000	8,000	
Projects 1b., 10a., 10b., 10c.		
Travel funds for faculty to develop programs, mostly foreign travel 2x$2,000	4,000	
Project 1d. and 6f. Business Executives in Residence		
Travel @ $500 (some will be based in Michigan and will not need travel funds)	500	
Project 1e. International Business Organization		
Travel grants to members to attend conferences/leadership workshops, etc., 10 @ $200	2,000	
Projects 2c., 5c., 5e., Some funding in the form of travel		
Travel funds for faculty supporting research projects 5x$1,000	5,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Travel funds to present projects at conferences and outlets for expanded public access	5,000	
Sub-total	54,500	
Equipment		
Sub-total		
Supplies		
Projects 1a., 2a., 2b.		
Library and learning material acquisitions including databases	2,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Postage, telephone, photocopying, and various supplies for conferences & programs	5,000	
Projects 1b., 10a., 10b., 10c., 10d.		
Postage, telephone, and various supplies for program development	2,000	
Projects 2c., 5c., 5e., Some funding in the form of supplies		
Database, library acquisitions, survey/email software, & subscription funds for research	2,500	
Projects 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.		
Databases, library & learning materials, periodicals, subscriptions, survey, license software	2,000	
Projects 6a., 6b., 6c., 6d., 6e., 6i., 9a., 9b., 9c., 9d., 9e.		
Software subscriptions & acquisitions to manage email lists, social media, & others	2,000	
Projects 1c., 3d., 3e., 4a., 4b., 5d., 6a., 6b., 6i., 9a., 10a.		
Printer, scanner, audio visual, and other peripheral supplies	1,000	
Computers and software for servers and database applications providing public access (global.broad.msu.edu, CIBERweb.msu.edu, globalEDGE.msu.edu)	3,000	
Sub-total	19,500	

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Other		
Projects 1a., 2a., 4d., 7b., 8f		
Conf. registration fees for faculty for curriculum & professional development ave. 10x$400	4,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8j., 8l.		
Conference room rental, audio-visual (incld videotaping/digitizing), 30 days @$500/day	15,000	
Speaker professional fees averaging 25 speakers/year @1,000/day	25,000	
Speaker lodging costs for non-MSU speakers at MSU hosted events ave. 12/year @120/day	1,440	
Printing design contractual fees, printing costs, communication costs, and others	2,500	
Projects 2d., 3a., 3e., 5a., 6i., 6k., 7a., 8d., 8e., 8g. Some expenses in the form of cosponsorship		
Co-sponsorship fees for program expenses & development; ave. 4 programs @ $3,000	12,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Conference registration fees to present projects at conferences for expanded public access	2,000	
Projects 3d., 8a., 8b., 10c.		
B. Motz, Lansing Community College, professional services fees for program development	5,000	
Projects 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.		
Graphic and printing design contractual fees, printing costs, communication costs, & others	2,000	
Sub-total	68,940	
Part B Sub-total	**290,216**	**44,100**
Part C: Total of All Projects and CIBER Administration		
a. Personnel	117,150	481,705
b. Fringe Benefits	30,126	149,976
c. Travel	59,000	
d. Equipment		
e. Supplies	20,000	
f. Contractual		
g. Construction		
h. Other	76,640	
Total, Direct Costs	**302,916**	**631,681**
Total, Indirect Costs @ 8%	22,391	50,534
TOTALS	**325,307**	**682,215**
TOTAL MSU-CIBER NATIONAL RESOURCE CENTER		**1,007,522**
Percent of Federal Contribution to Total Project		**32%**

Budget Narrative

EXHIBIT 22

	2015-16	
	Federal	MSU
Part A: Key Faculty and Project Personnel		
Faculty Personnel		
Tomas Hult, Director, 50%, AY		125,397
Tunga Kiyak, Outreach Coordinator, 25% AN		30,269
Jade Sims, International Trade Specialist, 75% AN		47,450
Sub-total		203,116
MSU-CIBER Personnel		
Irem Kiyak, Associate Director, 50%, AN		45,944
Ronda Bunnell, Educational Programs Coordinator 75%, AN		39,986
Sarah Singer, Assistant Director, 90%, AN		57,474
Jamie Rytlewski, Systems Analyst, 40%, AN		27,513
James Ostrander, Information Technologist, 90%, AN		46,818
Anne Hoekman, Managing Editor, 25% AN		13,021
Kathy Kiessling, Consortium Coordinator, 25% AN		12,485
Sub-total		243,241
Fringe Benefits		
Tomas Hult, Director, 50%, AY		26,973
Tunga Kiyak, Outreach Coordinator, 25% AN		9,193
Jade Sims, International Trade Specialist, 75% AN		19,217
Irem Kiyak, Associate Director, 50%, AN		15,598
Ronda Bunnell, Educational Programs Coordinator 75%, AN		17,766
Sarah Singer, Assistant Director, 90%, AN		23,168
Jamie Rytlewski, Systems Analyst, 40%, AN		10,681
James Ostrander, Information Technologist, 90%, AN		21,096
Anne Hoekman, Managing Editor, 25% AN		6,431
Kathy Kiessling, Consortium Coordinator, 25% AN		5,626
Sub-total		155,749
Travel		
Domestic Travel: Trips by personnel to conferences, workshops, project directors meetings, and others 3 @$1,500 each	4,500	
Sub-total	4,500	
Supplies		
Postage, telephone, photocopying, and various supplies for administration (Advisory Council meetings, etc.)	500	
Sub-total	500	
Other		
External evaluations: Professional service fee for external evaluators @ $1,000/day, travel @ $400, lodging $120/day, per diem @ $40/day, for 5 days	6,200	
Audio-Visual, conf room rental fees, printing, telephone, and other communication expenses, etc., for administration (Advisory Council meetings, etc.)	1,500	
Sub-total	7,700	
Part A Sub-total	**12,700**	**602,106**
Part B: Projects		
Personnel		
Projects 1a. and 2a.		
Graduate Assistants: One assistant @ 50%, AY, shared with CLEAR	7,344	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Fees for MSU speakers for conferences & programs averaging 3x$750 summer salary	2,250	

Budget Narrative

EXHIBIT 22

Projects 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a.		
Student Assistants: 20 x 10 hrs/week 45 weeks @$11/hour	70,686	30,294
Interns: 4 x 40 hrs/week 10 weeks @$15/hour	24,480	
Graduate Assistants: 2 assistants @ 50%, AY	14,688	14,688
Sub-total	119,448	44,982
Fringe Benefits		
Projects 1a., 2a., 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a. Tuition fringe benefits, per graduate assistant all appointment types	23,952	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Fees for MSU speakers for conferences & programs averaging 3x$750 summer fringe	172	
Projects 1a., 2a., 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a. Health fringe benefits, per graduate assistant all appointment types	7,477	
Sub-total	31,601	
Travel		
Projects 1a., 2a., 4d., 7b., 8f		
Travel funds for faculty for curriculum & professional development ave. 10x$1,000	10,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Travel funds for speakers for conferences and programs averaging 20x$1,000	20,000	
Competitive awards to facilitate participation in FDIB programs; 8 awards @ $1,000	8,000	
Projects 1b., 10a., 10b., 10c.		
Travel funds for faculty to develop programs, mostly foreign travel 2x$2,000	4,000	
Project 1d. and 6f. Business Executives in Residence		
Travel @ $500 (some will be based in Michigan and will not need travel funds)	500	
Project 1e. International Business Organization		
Travel grants to members to attend conferences/leadership workshops, etc., 10 @ $200	2,000	
Projects 2c., 5c., 5e., Some funding in the form of travel		
Travel funds for faculty supporting research projects 5x$1,000	5,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Travel funds to present projects at conferences and outlets for expanded public access	5,000	
Sub-total	54,500	
Equipment		
Sub-total		
Supplies		
Projects 1a., 2a., 2b.		
Library and learning material acquisitions including databases	2,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Postage, telephone, photocopying, and various supplies for conferences & programs	5,000	
Projects 1b., 10a., 10b., 10c., 10d.		
Postage, telephone, and various supplies for program development	2,000	
Projects 2c., 5c., 5e., Some funding in the form of supplies		
Database, library acquisitions, survey/email software, & subscription funds for research	2,500	
Projects 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.		
Databases, library & learning materials, periodicals, subscriptions, survey, license software	2,000	
Projects 6a., 6b., 6c., 6d., 6e., 6i., 9a., 9b., 9c., 9d., 9e.		
Software subscriptions & acquisitions to manage email lists, social media, & others	2,000	
Projects 1c., 3d., 3e., 4a., 4b., 5d., 6a., 6b., 6i., 9a., 10a.		
Printer, scanner, audio visual, and other peripheral supplies		
Computers and software for servers and database applications providing public access (global.broad.msu.edu, CIBERweb.msu.edu, globalEDGE.msu.edu)		
Sub-total	15,500	

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Other		
Projects 1a., 2a., 4d., 7b., 8f		
Conf. registration fees for faculty for curriculum & professional development ave. 10x$400	4,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8j., 8l.		
Conference room rental, audio-visual (incld videotaping/digitizing), 30 days @$500/day	15,000	
Speaker professional fees averaging 25 speakers/year @1,000/day	25,000	
Speaker lodging costs for non-MSU speakers at MSU hosted events ave. 12/year @120/day	1,440	
Printing design contractual fees, printing costs, communication costs, and others	2,500	
Projects 2d., 3a., 3e., 5a., 6i., 6k., 7a., 8d., 8e., 8g. Some expenses in the form of cosponsorship		
Co-sponsorship fees for program expenses & development; ave. 4 programs @ $3,000	12,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Conference registration fees to present projects at conferences for expanded public access	2,000	
Projects 3d., 8a., 8b., 10c.		
B. Motz, Lansing Community College, professional services fees for program development	5,000	
Projects 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.		
Graphic and printing design contractual fees, printing costs, communication costs, & others	2,000	
Sub-total	68,940	
Part B Sub-total	**289,989**	**44,982**
Part C: Total of All Projects and CIBER Administration		
a. Personnel	119,448	491,339
b. Fringe Benefits	31,601	155,749
c. Travel	59,000	
d. Equipment		
e. Supplies	16,000	
f. Contractual		
g. Construction		
h. Other	76,640	
Total, Direct Costs	**302,689**	**647,088**
Total, Indirect Costs @ 8%	22,299	51,767
TOTALS	**324,988**	**698,855**
TOTAL MSU-CIBER NATIONAL RESOURCE CENTER		**1,023,843**
Percent of Federal Contribution to Total Project		**32%**

Budget Narrative

EXHIBIT 22

	2016-17	
	Federal	**MSU**
Part A: Key Faculty and Project Personnel		
Faculty Personnel		
Tomas Hult, Director, 50%, AY		127,905
Tunga Kiyak, Outreach Coordinator, 25% AN		30,874
Jade Sims, International Trade Specialist, 75% AN		48,399
Sub-total		207,178
MSU-CIBER Personnel		
Irem Kiyak, Associate Director, 50%, AN		46,863
Ronda Bunnell, Educational Programs Coordinator 75%, AN		40,786
Sarah Singer, Assistant Director, 90%, AN		58,623
Jamie Rytlewski, Systems Analyst, 40%, AN		28,063
James Ostrander, Information Technologist, 90%, AN		47,754
Anne Hoekman, Managing Editor, 25% AN		13,281
Kathy Kiessling, Consortium Coordinator, 25% AN		12,735
Sub-total		248,105
Fringe Benefits		
Tomas Hult, Director, 50%, AY		27,717
Tunga Kiyak, Outreach Coordinator, 25% AN		9,475
Jade Sims, International Trade Specialist, 75% AN		19,902
Irem Kiyak, Associate Director, 50%, AN		16,107
Ronda Bunnell, Educational Programs Coordinator 75%, AN		18,423
Sarah Singer, Assistant Director, 90%, AN		23,989
Jamie Rytlewski, Systems Analyst, 40%, AN		11,051
James Ostrander, Information Technologist, 90%, AN		21,876
Anne Hoekman, Managing Editor, 25% AN		6,656
Kathy Kiessling, Consortium Coordinator, 25% AN		5,834
Sub-total		161,030
Travel		
Domestic Travel: Trips by personnel to conferences, workshops, project directors meetings, and others 3 @$1,500 each	4,500	
Sub-total	4,500	
Supplies		
Postage, telephone, photocopying, and various supplies for administration (Advisory Council meetings, etc.)	500	
Sub-total	500	
Other		
External evaluations: Professional service fee for external evaluators @ $1,000/day, travel @ $400, lodging $120/day, per diem @ $40/day, for 5 days	6,200	
Audio-Visual, conf room rental fees, printing, telephone, and other communication expenses, etc., for administration (Advisory Council meetings, etc.)	1,500	
Sub-total	7,700	
Part A Sub-total	**12,700**	**616,313**
Part B: Projects		
Personnel		
Projects 1a. and 2a.		
Graduate Assistants: One assistant @ 50%, AY, shared with CLEAR	7,491	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Fees for MSU speakers for conferences & programs averaging 3x$750 summer salary	2,250	

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Projects 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a.		
Student Assistants: 20 x 10 hrs/week 45 weeks @$11/hour	72,100	30,900
Interns: 4 x 40 hrs/week 10 weeks @$15/hour	24,970	
Graduate Assistants: 2 assistants @ 50%, AY	14,982	14,982
Sub-total	121,793	45,882
Fringe Benefits		
Projects 1a., 2a., 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a. Tuition fringe benefits, per graduate assistant all appointment types	24,910	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Fees for MSU speakers for conferences & programs averaging 3x$750 summer fringe	172	
Projects 1a., 2a., 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a. Health fringe benefits, per graduate assistant all appointment types	8,075	
Sub-total	33,157	
Travel		
Projects 1a., 2a., 4d., 7b., 8f		
Travel funds for faculty for curriculum & professional development ave. 10x$1,000	10,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Travel funds for speakers for conferences and programs averaging 20x$1,000	20,000	
Competitive awards to facilitate participation in FDIB programs; 8 awards @ $1,000	8,000	
Projects 1b., 10a., 10b., 10c.		
Travel funds for faculty to develop programs, mostly foreign travel 2x$2,000	4,000	
Project 1d. and 6f. Business Executives in Residence		
Travel @ $500 (some will be based in Michigan and will not need travel funds)	500	
Project 1e. International Business Organization		
Travel grants to members to attend conferences/leadership workshops, etc., 10 @ $200	2,000	
Projects 2c., 5c., 5e., Some funding in the form of travel		
Travel funds for faculty supporting research projects 5x$1,000	5,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Travel funds to present projects at conferences and outlets for expanded public access	5,000	
Sub-total	54,500	
Equipment		
Sub-total		
Supplies		
Projects 1a., 2a., 2b.		
Library and learning material acquisitions including databases	2,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Postage, telephone, photocopying, and various supplies for conferences & programs	5,000	
Projects 1b., 10a., 10b., 10c., 10d.		
Postage, telephone, and various supplies for program development	2,000	
Projects 2c., 5c., 5e., Some funding in the form of supplies		
Database, library acquisitions, survey/email software, & subscription funds for research	2,500	
Projects 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.		
Databases, library & learning materials, periodicals, subscriptions, survey, license software	2,000	
Projects 6a., 6b., 6c., 6d., 6e., 6i., 9a., 9b., 9c., 9d., 9e.		
Software subscriptions & acquisitions to manage email lists, social media, & others	2,000	
Projects 1c., 3d., 3e., 4a., 4b., 5d., 6a., 6b., 6i., 9a., 10a.		
Printer, scanner, audio visual, and other peripheral supplies		
Computers and software for servers and database applications providing public access (global.broad.msu.edu, CIBERweb.msu.edu, globalEDGE.msu.edu)		
Sub-total	15,500	

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Other		
Projects 1a., 2a., 4d., 7b., 8f		
Conf. registration fees for faculty for curriculum & professional development ave. 10x$400	4,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8j., 8l.		
Conference room rental, audio-visual (incld videotaping/digitizing), 30 days @$500/day	15,000	
Speaker professional fees averaging 25 speakers/year @1,000/day	25,000	
Speaker lodging costs for non-MSU speakers at MSU hosted events ave. 12/year @120/day	1,440	
Printing design contractual fees, printing costs, communication costs, and others	2,500	
Projects 2d., 3a., 3e., 5a., 6i., 6k., 7a., 8d., 8e., 8g. Some expenses in the form of cosponsorship		
Co-sponsorship fees for program expenses & development; ave. 4 programs @ $3,000	12,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Conference registration fees to present projects at conferences for expanded public access	2,000	
Projects 3d., 8a., 8b., 10c.		
B. Motz, Lansing Community College, professional services fees for program development	5,000	
Projects 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.		
Graphic and printing design contractual fees, printing costs, communication costs, & others	2,000	
Sub-total	68,940	
Part B Sub-total	**293,890**	**45,882**
Part C: Total of All Projects and CIBER Administration		
a. Personnel	121,793	501,165
b. Fringe Benefits	33,157	161,030
c. Travel	59,000	
d. Equipment		
e. Supplies	16,000	
f. Contractual		
g. Construction		
h. Other	76,640	
Total, Direct Costs	**306,590**	**662,195**
Total, Indirect Costs @ 8%	22,534	52,976
TOTALS	**329,124**	**715,171**
TOTAL MSU-CIBER NATIONAL RESOURCE CENTER		**1,044,295**
Percent of Federal Contribution to Total Project		**32%**

Budget Narrative

EXHIBIT 22

	2017-18	
	Federal	**MSU**
Part A: Key Faculty and Project Personnel		
Faculty Personnel		
Tomas Hult, Director, 50%, AY		130,463
Tunga Kiyak, Outreach Coordinator, 25% AN		31,491
Jade Sims, International Trade Specialist, 75% AN		49,367
Sub-total		211,321
MSU-CIBER Personnel		
Irem Kiyak, Associate Director, 50%, AN		47,800
Ronda Bunnell, Educational Programs Coordinator 75%, AN		41,602
Sarah Singer, Assistant Director, 90%, AN		59,795
Jamie Rytlewski, Systems Analyst, 40%, AN		28,624
James Ostrander, Information Technologist, 90%, AN		48,709
Anne Hoekman, Managing Editor, 25% AN		13,547
Kathy Kiessling, Consortium Coordinator, 25% AN		12,990
Sub-total		253,067
Fringe Benefits		
Tomas Hult, Director, 50%, AY		28,480
Tunga Kiyak, Outreach Coordinator, 25% AN		9,772
Jade Sims, International Trade Specialist, 75% AN		20,616
Irem Kiyak, Associate Director, 50%, AN		16,639
Ronda Bunnell, Educational Programs Coordinator 75%, AN		19,108
Sarah Singer, Assistant Director, 90%, AN		24,845
Jamie Rytlewski, Systems Analyst, 40%, AN		11,441
James Ostrander, Information Technologist, 90%, AN		22,689
Anne Hoekman, Managing Editor, 25% AN		6,870
Kathy Kiessling, Consortium Coordinator, 25% AN		6,051
Sub-total		166,511
Travel		
Domestic Travel: Trips by personnel to conferences, workshops, project directors meetings, and others 3 @$1,500 each	4,500	
Sub-total	4,500	
Supplies		
Postage, telephone, photocopying, and various supplies for administration (Advisory Council meetings, etc.)	500	
Sub-total	500	
Other		
External evaluations: Professional service fee for external evaluators @ $1,000/day, travel @ $400, lodging $120/day, per diem @ $40/day, for 5 days	6,200	
Audio-Visual, conf room rental fees, printing, telephone, and other communication expenses, etc., for administration (Advisory Council meetings, etc.)	1,500	
Sub-total	7,700	
Part A Sub-total	**12,700**	**630,899**
Part B: Projects		
Personnel		
Projects 1a. and 2a.		
Graduate Assistants: One assistant @ 50%, AY, shared with CLEAR	7,641	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Fees for MSU speakers for conferences & programs averaging 3x$750 summer salary	2,250	

Budget Narrative

EXHIBIT 22

Projects 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a.		
Student Assistants: 20 x 10 hrs/week 45 weeks @$11/hour	73,542	31,518
Interns: 4 x 40 hrs/week 10 weeks @$15/hour	25,469	
Graduate Assistants: 2 assistants @ 50%, AY	15,282	15,282
Sub-total	124,184	46,800
Fringe Benefits		
Projects 1a., 2a., 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a. Tuition fringe benefits, per graduate assistant all appointment types	25,906	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Fees for MSU speakers for conferences & programs averaging 3x$750 summer fringe	172	
Projects 1a., 2a., 1c., 2d., 3d., 3e., 4b., 4c., 4e., 5a., 5d., 5f., 6a., 6g., 6h., 8g., 9a., 9b., 9c., 9d., 9e., 10a. Health fringe benefits, per graduate assistant all appointment types	8,721	
Sub-total	34,799	
Travel		
Projects 1a., 2a., 4d., 7b., 8f		
Travel funds for faculty for curriculum & professional development ave. 10x$1,000	10,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Travel funds for speakers for conferences and programs averaging 20x$1,000	20,000	
Competitive awards to facilitate participation in FDIB programs; 8 awards @ $1,000	8,000	
Projects 1b., 10a., 10b., 10c.		
Travel funds for faculty to develop programs, mostly foreign travel 2x$2,000	4,000	
Project 1d. and 6f. Business Executives in Residence		
Travel @ $500 (some will be based in Michigan and will not need travel funds)	500	
Project 1e. International Business Organization		
Travel grants to members to attend conferences/leadership workshops, etc., 10 @ $200	2,000	
Projects 2c., 5c., 5e., Some funding in the form of travel		
Travel funds for faculty supporting research projects 5x$1,000	5,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Travel funds to present projects at conferences and outlets for expanded public access	5,000	
Sub-total	54,500	
Equipment		
Sub-total		
Supplies		
Projects 1a., 2a., 2b.		
Library and learning material acquisitions including databases	2,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8h., 8j., 8l.		
Postage, telephone, photocopying, and various supplies for conferences & programs	5,000	
Projects 1b., 10a., 10b., 10c., 10d.		
Postage, telephone, and various supplies for program development	2,000	
Projects 2c., 5c., 5e., Some funding in the form of supplies		
Database, library acquisitions, survey/email software, & subscription funds for research	2,500	
Projects 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.		
Databases, library & learning materials, periodicals, subscriptions, survey, license software	2,000	
Projects 6a., 6b., 6c., 6d., 6e., 6i., 9a., 9b., 9c., 9d., 9e.		
Software subscriptions & acquisitions to manage email lists, social media, & others	2,000	
Projects 1c., 3d., 3e., 4a., 4b., 5d., 6a., 6b., 6i., 9a., 10a.		
Printer, scanner, audio visual, and other peripheral supplies		
Computers and software for servers and database applications providing public access (global.broad.msu.edu, CIBERweb.msu.edu, globalEDGE.msu.edu)		
Sub-total	15,500	

Budget Narrative

EXHIBIT 22

Other		
Projects 1a., 2a., 4d., 7b., 8f		
Conf. registration fees for faculty for curriculum & professional development ave. 10x$400	4,000	
Projects 1c., 2d., 3b., 3d., 3e., 5b., 5g., 6b., 6c., 6e., 6i., 6k., 7a., 8a., 8b., 8c., 8e., 8j., 8l.		
Conference room rental, audio-visual (incld videotaping/digitizing), 30 days @$500/day	15,000	
Speaker professional fees averaging 25 speakers/year @1,000/day	25,000	
Speaker lodging costs for non-MSU speakers at MSU hosted events ave. 12/year @120/day	1,440	
Printing design contractual fees, printing costs, communication costs, and others	2,500	
Projects 2d., 3a., 3e., 5a., 6i., 6k., 7a., 8d., 8e., 8g. Some expenses in the form of cosponsorship		
Co-sponsorship fees for program expenses & development; ave. 4 programs @ $3,000	12,000	
Projects 3d., 5a., 6a. 9a., 9c.		
Conference registration fees to present projects at conferences for expanded public access	2,000	
Projects 3d., 8a., 8b., 10c.		
B. Motz, Lansing Community College, professional services fees for program development	5,000	
Projects 4a., 4b., 4c., 4f., 5a., 5b., 5c., 5d., 5e., 5f., 6a. 6i., 9a., 9b., 9c., 9d., 9e.		
Graphic and printing design contractual fees, printing costs, communication costs, & others	2,000	
Sub-total	68,940	
Part B Sub-total	**297,923**	**46,800**
Part C: Total of All Projects and CIBER Administration		
a. Personnel	124,184	511,188
b. Fringe Benefits	34,799	166,511
c. Travel	59,000	
d. Equipment		
e. Supplies	16,000	
f. Contractual		
g. Construction		
h. Other	76,640	
Total, Direct Costs	**310,623**	**677,699**
Total, Indirect Costs @ 8%	22,777	54,216
TOTALS	**333,400**	**731,915**
TOTAL MSU-CIBER NATIONAL RESOURCE CENTER		**1,065,315**
Percent of Federal Contribution to Total Project		**31%**

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Michigan State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	117,150.00	119,448.00	121,793.00	124,184.00		482,575.00
2. Fringe Benefits	30,126.00	31,601.00	33,157.00	34,799.00		129,683.00
3. Travel	59,000.00	59,000.00	59,000.00	59,000.00		236,000.00
4. Equipment						
5. Supplies	20,000.00	16,000.00	16,000.00	16,000.00		68,000.00
6. Contractual						
7. Construction						
8. Other	76,640.00	76,640.00	76,640.00	76,640.00		306,560.00
9. Total Direct Costs (lines 1-8)	302,916.00	302,689.00	306,590.00	310,623.00		1,222,818.00
10. Indirect Costs*	22,391.00	22,299.00	22,534.00	22,777.00		90,001.00
11. Training Stipends						
12. Total Costs (lines 9-11)	325,307.00	324,988.00	329,124.00	333,400.00		1,312,819.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 06/23/2011 To: 06/22/2015 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 53.50 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Michigan State University		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	481,705.00	491,339.00	501,165.00	511,188.00		1,985,397.00
2. Fringe Benefits	149,976.00	155,749.00	161,030.00	166,511.00		633,266.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	631,681.00	647,088.00	662,195.00	677,699.00		2,618,663.00
10. Indirect Costs	50,534.00	51,767.00	52,976.00	54,216.00		209,493.00
11. Training Stipends						
12. Total Costs (lines 9-11)	682,215.00	698,855.00	715,171.00	731,915.00		2,828,156.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11671137 Funding Opportunity Number:ED-GRANTS-060314-001 Received Date:2014-06-09T15:33:30-04:00

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Tomas		Hult	

Address:

Street1: 645 N. Shaw Lane
Street2: Room 7 Eppley Center
City: East Lansing
County: Ingham
State: MI: Michigan
Zip Code: 48824-1121
Country: USA: UNITED STATES

Phone Number (give area code): 517-353-4336
Fax Number (give area code): 517-432-1009

Email Address: ciber@msu.edu / hult@msu.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11671137 Funding Opportunity Number:ED-GRANTS-060314-001 Received Date:2014-06-09T15:33:30-04:00